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ABSTRACT

Part 1 of this dissertation contains an introductory chapter entitled, "The Children Shout Fight Fight," in which the written analytical process named Scriptotherapy is discussed. In Chapter 1, "Early Adolescence an Ongoing Process," early adolescent growth and development, the process of moral development, temperament types and children's needs are briefly reviewed. The developmental tasks of childhood and early adolescence are also discussed. In Chapter 2, "The Nature of Aggression," anger, aggression, conflict and violence are defined and discussed. The effects of anger on the human brain and the entire organism are reviewed from several schools of thought. Chapter 3, "Dealing with and Expressing Anger," reviews the various approaches used in anger therapy and conflict resolution. These approaches have been classified into three categories, noninterventional, interactional, and interventional, and examples from each approach are given. The chapter concludes with several other approaches to conflict management. In Chapter 4, "Dealing with School Conflict and Anger," the problems facing the public schools are discussed and some of the approaches used in dealing with these conflicts are reviewed. The function of communication in the development and resolution of a conflict situation is surveyed and the counselor's use of the communication skills of passive and active listening is discussed. A history of the development of writing therapy and rationale completes the chapter. Part 2 of the dissertation is made up of chapter 5 and case histories and summaries. Chapter 5 discusses the development of scriptotherapy as a technique. The process used in working with the children is explained. Six case studies illustrating the use of scriptotherapy and their commentaries complete the document. (Author/BL)

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SCRIPTOTHERAPY
A Technique for Conflict Resolution

By

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A Dissertation Submitted in Partial Fulfillment of

The Requirements for the Degree of

Doctor of Philosophy

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Abstract

Scriptotherapy
A Technique for Conflict Resolution

The dissertation is divided into two parts. Part one contains an introductory chapter entitled "The Children Shout Fight Fight", in which the writer discusses the written analytical process which he has named Scriptotherapy.

In Chapter One, "Early Adolescence an Ongoing Process", the writer briefly reviews early adolescent growth and development, the process of moral development, temperament types and children's needs. The developmental tasks of childhood and early adolescence are also discussed.

In Chapter Two, "The Nature of Aggression", the writer defines and discusses anger, aggression, conflict and violence. The effects of anger on the human brain and the entire organism is reviewed from several schools of thought.

Chapter Three,
"Dealing with and Expressing Anger" reviews the various approaches used in anger therapy and conflict resolution.These approaches have been classified into three catagories, non interventional, interactional and interventional, and examples from each approach are given. The chapter concludes with several other approaches to conflict management.

In Chapter Four, "Dealing with School Conflict and Anger", the problems facing the public schools are discussed and some of the approaches used in dealing with these conflicts are reviewed. The function of communication in the development and resolution of a conflict situation is surveyed and the counselor's use of the communication skills of passive and active listening is discussed. A history of the development of writing therapy and rationale completes the chapter.

Chapter Five of the dissertation discusses the development of scriptotherapy as a technique. The process used in working with the children is explained. Six case studies illustrating the use of scriptotherapy and their commentaries make up the remainder of part two and completes the work.

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For their Inspiration and Encouragement.

And to my wife Gloria

whose love and support has made all possible.

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VITA 339

Beautiful, innocent, dangerous-these years.
For if life, like some sonnet may say.
is like a symphony, then it is the
waking years, those childhood years, that
will determine whether that symphony be
noise or eloquence.
Anon

SCRIPTOTHERAPY A CONFLICT MANAGEMENT STRATEGY FOR EDUCATIONAL AND SOCIAL CHANGE

It is recess time!

The children shout fight, fight!!

A crowd gathers immediately. The teacher on duty rolls her eyes as if to say, not again! Two furious boys end up in the office accompanied by the duty teacher. The Vice Principal says "Fighting again? Two swats for both of you!!"

The questions arise:

1. What is the effect of the swats on the boys?
2. Does this help to soothe the injured feelings, or do the boys vow silently, through gritted teeth: "Just wait until after school!"
3. Does corporal punishment help the students to learn about how to handle their anger?
4. Can assaultive behavior be transformed into a positive learning experience?

For the past four years, the writer has developed a methodology which he has named scriptotherapy. This technique is offered as an alternate approach in dealing with conflicts and assaultive behavior in the middle school setting.

The writer, in reviewing the literature, has obtained information from a variety of sources and disciplines. Written materials from the fields of psychology, sociology and theology were studied in order to provide a wider base for the research.

This dissertation is divided into two parts. Part one, which contains an introductory chapter and four chapters that are theory oriented and provide a review of the literature. Part two, chapter five discusses Scriptotherapy and contains the case histories and summaries.

In the brief introductory chapter, the writer introduces and describes the scope and parameters of the dissertation.

In chapter one, the literature on early adolescent growth and development are briefly reviewed. First, in order to understand the development of moral reasoning from early childhood through adolescence, the works of Lawrence Kohlberg are presented. Second, Hippocrates "Four Temperaments of Man " are presented in order to study a theory of personality and temperament. Third, Maslow's "Heirarchy of Needs" are presented in order to present a foundation for an understanding of human needs. Fourth and finally, emphasis is placed on the developmental tasks that young adolescents must master in their quest for adulthood.

In chapter two, anger, aggression, conflict and violence are defined and discussed. Selected literature on anger and its effect on the human brain and the basal metabolism is reviewed. The effect of brain injury on human aggression, the controversial issue of the effects of repressed anger, and the view- points of several schools of psychology are presented. In conclusion, several studies on the effects of televised violence on childhood aggression are presented and compared.

Chapter three, on dealing with and expressing anger, is designed to review the literature on various anger therapies as practiced by the various schools of psychology. This chapter opens with a discussion of the need of conflict resolution in today's society. Carlson, in studying the methods that people use in conflict resolution, described six levels of skill mastery. He also discussed reasons why people tend to avoid confronting people on issues of importance. Dysfunctional methods of dealing with conflict were discussed, the advisability of expressing one's anger and three divisions of anger therapy are presented, the non-interventional, interactional, and interventional divisions. Psychological theories from each of the three schools are presented next. David W. Johnson's five styles of managing conflict are a humorous and instructive manner of presenting the various types of conflict resolutions. These five styles are named after members of the animal kingdom such as the turtle, shark, teddy bear, fox, and owl. Finally, a discussion of assertiveness training techniques brings this chapter to an end.

Chapter four, handling school conflict and violence, explores the literature on this critical school problem. The first section of the chapter presents statistics showing the scope of the problem of violence and aggression in the schools. The nature and causes of school fights are discussed and several suggestions are made for school personnel to use in curbing school violence.

The second section presents several forms of therapy that have been utilized by counselors and school personnel in order to help children learn conflict management skills. A short discussion of some non-productive conflict management procedures ends this section.

The third section of this chapter is concerned with the functions of communication in conflict situations and the resolution of these problems. The use of passive, and active listening skills and reflective listening is discussed. The recognition reflex is described as a means of checking whether a child has developed insight into their behavior.

The fourth section discusses the development and history of writing as a form of therapy. It traces written forms of expression back to ancient Greece and their use of writing for mental health. The works of Freud, Jung, and Farber in the field of writing therapy are presented.

STATEMENT ON SEXIST LANGUAGE

The writer has attempted to avoid the use of sexist language in this manuscript, however, when both sexes are under discussion the terms he and she, him and her, have at times been used interchangeably.

STATEMENT ON FOOTNOTES

In part one, the footnotes are bibliographical in nature and any comments made by the writer are incorporated into the text.

In part two, the footnotes are composed of commentaries on the student manuscripts and other explanatory material.

CHAPTER ONE

CHILDHOOD AND ADOLESCENCE AN ONGOING PROCESS

> A little girl reported to her homeroom teacher, "Two boys are fighting out on the playground, and I think the one on the bottom would like to see you."
>
> Chuckle
> Arizona Republic
> April 9, 1983

In order to understand the role of anger and aggression in the early adolescent child, we shall briefly study this stage of growth. The growth of an individual through childhood and adolescence can be described as a multi-phased ongoing process.

The first phase is that of the development or moral reasoning. Lawrence Kohlberg developed his stages of moral reasoning. Bybee and Gee, (1) the authors of Violence Values and Justice in the Schools placed the stages on a chart combining the three levels, pre conventional, conventional and post conventional and the seven stages.

---

[1] Rodger Bybee and E. Gordon Gee, Violence Values and Justice In the Schools, (Boston: Allyn and Bacon, 1982) p. 15 and 143

STAGES OF MORAL REASONING

Stage 0	The good is what I like	age 0-4
Preconventional Level		
Stage 1	Avoidance of punishment	age 4-7
Stage 2	You be nice ; I'll be nice	age 7-10
Conventional Level		
Stage 3	Good boy good girl	age 9-11
Stage 4	Law and order rules and obedience	age 11-15
Post Conventional Level		
Stage 5a	Voluntary agreements determined for self and faithfully held	age 14 and up
Stage 5b	Individual sense of right and wrong, conscience a higher law	age After adolesence
Stage 6	Sacredness of Life as an universal value	rarely shown highest moral maturity

Bybee observed that a stage one child's orientation was toward avoiding punishment from powerful individuals. In stage two, the child is oriented toward personal and material reward. What is right for him, and satisfies his own needs, is of prime importance. People at this stage of of development live up to the precept of taking care of number one. In stage three, the individual has an orientation towards recognition and social approval. Any judgements that concern moral action are based on what is nice and pleasing to others. In stage four, we find that these children are involved in a law and order orientation. They look toward others for social conventions, rules and laws. In stage five these individuals are involved in a social interest orientation. They understand that there are certain individual rights that people have and these combined with the social laws, must be respected. In stage six, these individual's orientation is toward universal principles. Decisions made at this level consider all the complexities of a situation, and are made on the grounds of ethical principles, i.e., the golden rule, or the ten commandments.

Kohlberg, divided his stages of moral reasoning into three levels. In the first, the pre-conventional level, children see the cultural rules in the light of being good or bad, right or wrong, and they consider those rules in terms of possible consequences of obeying or not obeying.

At the conventional level, children are concerned with the maintenance of order in the family, school or in the community. In conforming to the existing order the child is concerned with having good intentions and being "nice". In the later stages, this conventional behavior has a law and order orientation.

The post-conventional level represents the highest level of development. This is the level to which our legal system and constitution is based. At this stage, these people would consider universal ethical principles in making their decisions. (2)

The middle school child represents stages three and four of moral reasoning. In preadolescence, the child is concerned with being a good boy or girl. Children at the age of ten have been described as the mature child. As a preadolescent, he is firmly oriented in a stage three level of thought. As children enter early adolescence they become involved in stage four thinking, the law and order, rules and obedience level.

The writer notes that these children are deeply concerned with what is fair and unfair. They will remember some little technicality in the law and use it in order to avoid a problem. "But he did it too, why aren't you also punishing him, or why are you picking on me." This legalistic form of thinking also contributes to the young adolescents struggle against authority. They consider that many rules and

---

2Ibid., p. 15

regulations are unfair and struggle and rebel against restriction of their personal rights.

By the late middle school years some young adolescents have entered stage 5a, in which they are capable of making an agreement or contract and are able to be faithful in carrying out the terms.

Phillips and Weiner (3) suggest that there isn't a precise time in which children are able to utilize reasoning to resolve a conflict. The ability and readiness for reason depends on several conditions such a child's emotional state and readiness, the issues involved in the conflict, the attitude of the adult, and the absence or presence of peer group pressure.

A child may reason clearly in one situation and poorly in another one, when there is no difference in the reasoning power involved. The ability to reason also depends upon what is at stake as well as intellectual ability and the willingness to face the facts.

The child's temperament also plays a significant role in the development of a childs personality. Beverly La Haye, (4)

3E. Lakin Phillips and Daniel N. Weiner, Discipline Achievement and Mental Health, (Englewood Cliffs, New Jersey : Prentice Hall Inc., 1972) p. 13

4Beverly La Haye,How to Develop your Child's Temperament (Eugene Oregon: Harvest House Publishers, 1977) pp 14-29 the wife of Tim La Haye, educator and theologian, in her book How to Develop your Childs Temperament, defines temperament as the combination of traits we were born with. "Character is our civilized temperament and personality is the face we show to others."

The La Hayes, in their writings, credit a Dr. Ole Hallesby, a Norwegian theologian for revitalizing Hippocrates' four kinds of temperament. Hippocrates, a resident of Ancient Greece, was distinguished, not only as the father of medicine but as an astute observer of human behavior.

Hippocrates classified the basic temperaments of man into sanguine, choleric, melancholic, and phlegmatic. Hallesby and La Haye, maintain that each individuals personality is made up of two or more personality types. He also postulates that one of the traits is predominant and the others play a secondary role.

The sanguine personality is described as being prone to act on impulse, and later to think about that decision. They are described as eager to please; however, being impulsive, they forget past punishments and do not consider the problems his disobedience may cause him. Sanguine children have problems in playing alone as they are people oriented. They however possess a loving nature. This can change to immediate anger when someone crosses them. La Haye likens this anger to a volcano exploding, however the sanguine personality readily apologises and seeks forgiveness. Because of their quick changing moods, the child can readily adjust to disappointments and is able to make the best of an aversive situation. It is noted that sanguines seldom are good students because of their restlessness. They often are unable to make full use of their abilities due to poor study habits and an undisciplined nature. Sanguines can overcome these handicaps if they are taught to discipline themselves. In a negative environment, when sanguines do not have the security of a loving and stable home, they may develop a sullen and withdrawn attitude.

The choleric personality is quite different from that of the sanguine. Both catagories are extrovert by nature, but the choleric has the more independent spirit. By the age of two, the choleric will try doing things by himself that other children would not attempt until later. A young choleric, like the mature one, will be an active person and a strong leader. One trait of this temperament is strong blunt speech. Because the choleric is self confident and not always concerned about pleasing people, he will say what he thinks even though it may be cutting or offensive. Little children are naturally honest and straight forward because they are uninhibited, however the choleric child is not only honest, but at times may be brutal. When two choleric children play together, there will be almost immediate conflict.

Melancholic and phlegmatic children are considered to be introverted by nature. The melancholic temperament can be the most gifted, but may experience the deepest depression of the four personality types. Melancholics have sensitive natures and may be affected by their attitude towards others or what they think their attitudes are towards them might be. It is easy for melancholics to have their feelings hurt and to feel inferior, believing that other people do not like them. even though they may possess the greatest talents of any of the temperaments, they suffer from an inferiority complex. Because, of the melancholic's sensitive nature and his tendency towards perfection, they cannot handle criticism and will become depressed easily and feel inferior.

Even though melancholics are the most gifted, they may be the last person to recognise it because of their poor self image. These children set very high goals for themselves and become very depressed if those goals are not met. Melancholics are overly conscientious and are perfectionists. One of their characteristics is that they do make a faithful friend. Melancholics rarely are average children because they possess the greatest strengths and the most devastating weaknesses of all the personality types.

The most enjoyable children to work with are the phlegmatics, because they are naturally quiet, easy going and calm. The phlegmatic's motto is "Why exert yourself?" Phlegmatics, usually are slow eaters and are leisurely in many situations. Because phlegmatics are introverted, their weaknesses may not be noticed as easily as the other three temperament types. The phlegmatics greatest problem is a lack of motivation. This, however is often not as noticable during their younger years. The phlegmatic's other noticable problem lies in their stinginess and selfishness. One of the greatest joys that a phlegmatic has, is in successfully teasing other students. This teasing can be a pleasant pastime or it can be their way of getting back at a person who annoys them. The phlegmatic will often tease long enough so that the annoyed person will either blow up or become "unglued."

The La Hayes also stress that each temperament, has two qualities, positive and negative. They maintain that socially successful people tend to exhibit their positive attitudes and curb the negative ones. (see appendix V)

Another way of observing children is from the vantage point of Maslow's heirarchy of needs. Adams and Schmidt, (5)

5Grace Adams and Fran C. Schmidt, Activities for Exploring Conflict and Aggression, (Portland Maine: J. Weston Walch Publisher.) p. 4

noted that human needs are classified into five areas, physical, safety, love, esteem, and self actualization.

1. Physical needs are most essential. They include food, clothing, shelter, sleep, activity, water and biological needs.
2. Safety needs include freedom from fear, pain, failure, punishment, and threats.
3. Love needs involve both giving and receiving love. People need to have a feeling of belonging.
4. Esteem and self-worth needs are related to self-image, confidence, independence, and the need to achieve and feel adequate. Esteem needs also relate to how others see and respect you.
5. Self actualization needs refer to the desire for self-fulfillment, a desire to become everything one is capable of becoming.

The writer has observed that when the basic needs of children have not been met, they are unable to function adequately in school. For example, a hungry child cannot do a good job of learning.

The child in school needs to be free from fear, failure and aggression in order to be able to learn. The writer has often noted that when children fight at school, the entire school is disturbed to the degree that very little learning takes place. Physical aggression and assaultive behavior, appears to affect the safety needs of the students and they react by creating a turmoil.

The third basic need of man is for love. In the writers guidance classes two films are shown, Cypher in the Snow and Johnny Lingo. These films show the effects of the

the lack of love on the human personality. Cypher in the Snow (6) traces the history of a boy who dies from marasmus or the lack of love. Johnny Lingo (7) tells the story of a girl who had low self esteem, and how her husband, Johnny Lingo helped her to become a happy and well adjusted woman.

Karlin (8) emphasises mankind's need for love, "We believe that understanding and loving children is as necessary a part of teaching as the oxygen we must breathe in order to keep us alive."

The next catagory in the heirarchy is self esteem. Unless children's physical, safety, and love needs are met they cannot hope to have a positive self image. As we ascend the steps of the heirarchy, it becomes apparent that the achieving of each level is contingent upon the needs of the previous levels being met.

The ultimate and final step in Maslow's heirarchy is self actualization. Self actualization refers to the ability of children to make the best use of their talents, and to achieve successfully in a school situation.

6Department of Motion Picture Production, Brigham Young University, Cypher in the Snow

7Department of Motion Picture Production, Brigham Young University, Johnny Lingo

8Muriel Schoenbrun Karlin and Regina Berger, Discipline and the Disruptive Child, (West Nyack New York : Parker Publishing Company Inc. 1972) p. 77

The writer considers that an understanding Maslow's needs are important in understanding and determining a child's ego strength. If, for example, children feel unloved and uncared for, they may choose to become angry and aggressive and contribute to a conflict at school.

The self actualizing child is the well adjusted child. Dreikurs (9) noted that the well adjusted child has certain qualities.

> He has a true sense of his own worth.
> has a feeling of belonging.
> has socially acceptable goals.
> meets the needs of the situation.
> thinks in terms of we rather than just I.
> assumes responsibility.
> is interested in others.
> is tolerant with others, cooperates with others.
> is courageous.
> is willing to share rather than being concerned about how much he can get.
> is honest, put forth honest effort.

Forgus and Shulman (10) commented that in observing pre adolescent groups, that preadolescents, although they play in groups, do not appear to develop a strong interest in each other as a person. It appears that it is the activity itself, which is the focus of interest and which sustains the relationship.

9Rudolf Dreikurs and Pearl Cassell, Discipline Without Tears, (New York: Hawthorn Books Inc. Publishers, 1972) p. 31

10Ronald Forgus and Bernard Shulman, Personality a Cognitive View, (Englewood Cliffs New Jersey: Prentice Hall Inc. 1979) p. 202

The writer has observed on occasion, in the scouting program, the behavior described above. He has however, also noted that if a boy's friends are not in the scout troop, that boy most probably will not join. The reverse of this also appears to be true. If a scout's friends drop out of the troop, the boy will usually drop out shortly after. It appears to the writer that common interest in an activity may indeed provide motivation to keep a preadolescent boy's group together. It also appears that a boy's friendships play a major part in the tenure of a preadolescent group.

Aubrey (11) has defined adolescence as a series of stages, and extending beyond a person's twentieth birthday. In the middle school we are concerned with the young adolescent ten through fourteen years of age. During those years, the vast majority of young people reach puberty, which has been described as the "structural and physiological aspects of adolesence.

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[11] Roger F.Aubrey, "Understanding and Developing Programs of Guidance and Counseling for the Young Adolescent", Focus on Guidance Vol 7 no 3, Nov. 1974

Ginott (12) has defined adolesence as a period of "curative madness" in which all teenagers remake their personalities.

Aubrey (13) states that there are four major tasks that a young adolescent must undertake and achieve in order to become a healthy full functioning adult: developing sexual identity, developing personal identity, handling increased anger, and lessening their dependence on their parents.

DEVELOPING SEXUAL IDENTITY

Aubrey, in his study of the young adolescent, considers that one of the major tasks for this age group is to develop a strong identification with a parent of the same sex.

> Failure to link oneself to a parent or parent substitute of the same sex results in sexual diffusion and eventual loss of self esteem. They then appear unable to internalize the value and belief systems of the important and significant people in their lives. (14)

Aubrey concludes with a statement that people working in the schools often serve as a role model and potential identification for the child.

Dobson emphasises that the most commmon home environment

12Haim Ginott, Between Parent and Teenager, (New York: The Macmillan Company, 1969) p. 25

13Aubrey,"Understanding and Developing Programs of Guidance and Counseling for the Young Adolescent", Vol. 7 No. 3,

14James Dobson, Hide or Seek - How to Build Self Esteem in your Child, (Old Tappan, New Jersey:Fleming H Revell Company, 1979) p. 141

found in the case of a future homosexual, was a dominating or possessive mother and a rejecting father, who ridicules his son. In cases where a mother rejects her son because he is a male, the child, in the future, may become homosexual. Dobson indicates that homosexuality seldom occurs in a loving home with well adjusted parents.

La Haye (15) considers that a child's sexual direction is usually determined by the age of three. He also notes that a rejecting father and a dominating or smothering mother as being major factors in the development of homosexuality. He stated, "I am amazed to find that all homosexuals are filled with hostility"..."I have never seen anything like the homosexual kind of hostility."

Wolman (16) suggested that the ..."available longitudinal data indicate that boyhood effeminate behavior is predictive of male homosexuality. He also stated that "adult gender identity problems are generally accompanied by social and emotional maladjustment."

Gould (17) wrote, "In the establishing of sexual

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[15] Tim La Haye, Spirit Controlled Family Living, (Old Tappan, New Jersey: Fleming H. Revell Company, 1978) p. 143

[16] Benjamin B. Wolman; James Egan; Alan O. Ross, Handbook of Treatment of Mental Disorders in Children and Adolescents, (Englewood Cliffs, New Jersey: Prentice Hall Inc. 1978) p. 269

[17] Shirley Gould, Teenagers the Continuing Challenge (New York: Hawthorn Books Inc. Publishers, 1977) p.6

resolution and direction the young adolescent needs to determine what it is to be a man or woman." It is vital that the finding of sexual identity be completed so that the young adolescent can mature into a fully functioning adult. It is very important at that age for boys and girls to be accepted by their own peer group. Teasing and name calling of a sexual connotation can be devastating to the young adolescent, who may at that time be struggling to develop their own sexual definition.

La Haye (18) notes that masculine fathers who spent time with their sons seldom saw them become homosexuals until recently. La Haye, emphasises that because of the publicity and the encouragement of gay rights organizations, and through resulting experimentation, homosexuality, has for some, become a learned behavior, and that increasing numbers of young people are being swept into it.

DEVELOPING PERSONAL IDENTITY

Dobson (19) quoted a Dr. Uri Bronfenbrenner, an authority on child development at Cornell University as identifying early adolescence as the most destructive years of a person's life. Bronfenbrenner noted that the junior high school years were probably the most critical to the

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18La Haye, Spirit Controlled Family Living, p. 143

19James Dobson, The Strong Willed Child, (Wheaton, Illinois:Tyndale House Publishers, 1978) p. 92

development of a young persons mental health. He stated that during early adolescence, the child is involved in a period of self doubt and then is the time when the personality is attacked and is often damaged beyond repair.

Bronfenbrenner said "It is not unusual for healthy happy children to enter junior high school, but then emerge two years later as broken discouraged teenagers."

Dobson (20) also, colorfully described middle school attack behavior. "Junior high school students are typically brutal to one another, attacking and slashing a weak victim in the same way as a pack of northern wolves kill and devour a deformed caribou."

HANDLING INCREASED ANGER

Dobson (21) also notes that today's teenagers show symptoms of adolescent unrest in frequent displays of aggression and hostility. He states that the preadolescent in becoming a young adolesent enters a phase which is ..."almost synonomous with anger."

Anger appears to be universal during adolesence. Aubrey (22) observed that in third world countries it has been

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20Ibid., p. 192

21James Dobson, Dare to Discipline, (Wheaton Illinois: Tyndale House Publishers, 1970) p. 8

22Aubrey,"Understanding and Developing Programs of Guidance and Counseling for the Young Adolesent," Vol.7 No. 3

external forces. We read periodically of young adolescents of the West Bank being shot for stoning Israeli soldiers. In Lebanon much of the unrest has been caused by groups of angry adolescents.

Here in America, this hostile aggressive attitude most often is focused on the home or the school.

Young adolescents need to learn how to cope with their increasing anger levels and to learn to develop conflict manment skills. If young adolescents are unable to acquire these skills, they may continue to have problems in resolving anger for the rest of their lives.

LESSENING DEPENDENCE ON PARENTS

Another major task of young adolescents is in lessening dependence on parents and in developing a dependence on teenage society and their peers.

Dreikurs (23) considered that this lessening of parental ties often takes on the semblance of warfare. He also noted that adolescent rebellion was occurring at increasingly early years.

Madow (24) observed that the rebellion appears to be in two directions. Young adolescents rebel against the authority

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[23] Rudolf Dreikurs, A Parent's Guide to Child Discipline, (New York: Hawthorn Books Inc. Publisher, 1970) p. 3

[24] Leo Madow, Anger - How to Recognize and Cope with It, (New York: Charles Scribners Sons, 1972) p. 39

of the parents, and insist, on one hand, that they are being treated like a little child. On the other hand, they also are concerned about the removal of protection which they still need.

The need for a peer group relationship becomes critical when the young adolescents begin to break their close family and and parental ties. If a young person is unable to transfer their dependency needs from parental family sources to an accepting group composed of people of their own age, they find them self in a social vaccuum.

It is then supremely important for young adolescents to become involved in peer group relationships as well as their teen age cliques.

Phillips and Weiner (25) stated that peer group relationships involve preadolescents in the largest share of the child's school day, and probably assume the largest role in their lives.

Forgus and Shulman (26) noted that clique formation in high school, serves as a stage in development toward greater intimacy and eventual heterosexuality. As early adolescents

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[25] Phillips and Weiner, Discipline Achievement and Mental Health, p. 27

[26] Forgus and Shulman, Personality a Cognitive View, p. 210

progress, their interest in cliques becomes more intense. For many adolescents, the clique serves several functions. it is a small group of friends in whom they can confide and depend on for understanding and consolation. In these small groups they can try out new ideas and attitudes with out fear of censure. Peer groups can on the other hand, be cruel and destructive, especially if a member has violated the group code of ethics or has become involved in group conflict.

Eric Johnson (27) headmaster of the Germantown Friends School, in his book, How to Live through Junior High, observed that many students appear to be at ease and happy in the middle school social swim. However, a number of students appear to be totally miserable. This situation was described by Johnson, as he observed lunch hall behavior.

> Most of the children rush in joyously and chatter through the lunch line with a friend and noisily partake of their's and other's food amid a crowd of their friends. Others find their places at a table with some friends, but with less exhuberance and joy. They are not at the top of the social heap. Then there are the unhappy few who find no place to sit. They are told that a place is saved. They wander around and finally sit alone or with a few others at a table when the only common denominator is not being accepted by any social group.(28)

27Eric Johnson, How to Live through Junior High, (New York: J. B. Lippencott Company, 1975) p. 50

28Ibid., p. 190

Johnson (29) also noted that the clique is a way for the young adolescent to have a few good friends they could count on in providing protection from those they do not like or don't like them.

The power of peer group pressure is observed by Johnson as he describes a middle school girl who is seated in her classroom.

> A girl may seem to be attending to her assignments when actually her sensitivities are all focused on her fellow students, and especially the social leaders and on what impression she is making on them. Many young adolescents go through a period in which they do not dare to be themselves but are trying to be what they think they must be in order to win social approval. Their frantic efforts toward acceptance and popularity can if they succeed and especially if they are futile, result in acute suffering and unhappiness. (30)

Johnson (31) observed the social growth of students during their middle school years. He stated that most students upon entering the seventh grade are children; however, by the end of the school year are involved in teen age activities. In the eighth grade, social activity increases and many of the boys as well as most of the girls are most interested in the opposite sex. Some students are already involved in partying, involving the

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[29] Ibid., p. 363

[30] Ibid., p. 187

[31] Ibid., p. 192

use of alcohol and drugs. In the seventh grade year there appears to be a great deal of gossiping and considerable cruelty, exclusion and cliquishness may be observed.

Calhoun (32) observed that young adolescents who have reached the higher stages of moral thought (Kohlberg's stages) appear to be more resistant to the opinions of their peers than are the young adolescents who are at a lower stage of moral thought.

During the middle school years, a major cause of conflict is the practice of going steady. Johnson defined going steady as:

> At a given, moment or the the recent past, or in some cases in the immediately anticipated future, the individual did, does or will go with a person of the other sex for a time, length undetermined. (33)

The writer has observed that the time length of a "going steady" relationship varies greatly. Some of these relationships last only for a few days while others are measured in months. Some students have been observed going steady, breaking up, making up, and going steady again in a short period of time. Many conflicts seem to occur when a girl decides to go with a new boy, after breaking up with her former steady.

32Lawrence G. Calhoun; James W. Selby; Elizabeth W. King Dealing with Crisis - A Guide to Critical Life Problems, (Englewood Cliffs, New Jersey: Prentice Hall Inc., 1976) p. 23

33Johnson, How to Live through Junior High, p. 229

Then the former steady makes up with the girl leaving the girl with two boyfriends, a fact unappreciated by both boys. They find themselves placed in the position as competitors for the girl's affections and a conflict is born.

Old steadies often cause problems as they become jealous of the "heir apparent", especially if the girl flaunts her new steady, in order to gain revenge on her former steady for some real or imagined misdeed.

The writer has observed that some of the more mature girls, in the sixth grade, are going steady with seventh and eighth grade boys. By the seventh grade many girls are either going steady or are frankly interested in boys. By the eighth grade, the majority of girls are going steady as are a considerable number of boys.

One of the characteristics of young adolescence is the physical nature of their play. Dreikurs (34) maintains that young adolescents are noted for their muscular explosivenes.

> This is not an expression of aggressiveness they must handle things and people...Children can hardly pass each other with out using the opportunity for horseplay or roughhousing at that age... Anything is translated by them into a stimulus for muscular handling.

The writer has often observed this muscular explosiveness. At passing periods, the hallways are filled with

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[34] Rudolf Dreikurs, An unpublished paper in the writer's possession.

jostling, pushing, shoving students as well as large groups of students standing and talking. As the tardy bell rings there is often a scramble to get to their classes, especially if a tardy policy is in effect.

Henley (35) writes that there appears to be a large amount of mock play among the younger adolescent males and females. She attributes this form of play to a show of physical dominance. The male, at times pretends to twist the females arm, pushing her a little to hard, picking her up and carrying her...throwing her in the water.

The writer recieved a complaint from an irate young lady this past semester. She reported that a young adolescent boy had struck her with a well placed karate kick. Her major complaint was "I hardly know him, he isn't even a friend of mine."

Henley continues:

> It is noteworthy that many of these same activities are used to control children and to maintain a status heirarchy among adolescents of the same sex. (36)

Forgus and Shulman (37) suggest that young adolescents

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35 Nancy Henley, Body Politics, (Englewood Cliffs, New Jersey: Prentice Hall Inc., 1977) p.15

36Ibid., p. 150

37Forgus and Shulman, Personality a Cognitive View, p. 202

re learning how to cope with, and to gain mastery over others in social situations by the law of the jungle. Boys appear to be physically aggresive, while girls seem to be aggressive in non-physical ways. Girls use social rejection and unfriendliness as expressions of aggression. Boys appear to be more aggressive verbally as well as physically.

The writer has noticed in the past three years that the girls in his school have become more verbally aggressive. There seems to be a new emphasis on being "bad" and physically fighting with another girl. Two sixth grade girls indulged in an after school fight with about one hundred students looking on. In a poll taken that year, those two were considered as the most popular with a large segment of the girls in the school as they had been in a fight.

Dobson (38) stated that children need to be taught self discipline and responsible behavior. "They need assistance in learning how to face the challenge and obligations of living." "They should be equipped with the personal strength needed to meet the demands imposed on them by their peer group."

Dreikurs (39) indicated that preadolesence is a period

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[38] James Dobson, Dare to Discipline, (Wheaton, Illinois: Tyndale House Publishers, 1970) p. 3

[39] Dreikurs, unpublished manuscript

of disintegration. He considered that it was normal for a child to go to pieces at this stage. He noted that during childhood a child starts building, with the parents help, a childhood personality. The writer suggests that during this period many young adolescents seem lost and confused. This is understandable, as the youngsters having loosened the blocks or the structure of their personality, have not had the opportunity to readjust them into their adult patterns. Because of this, they no longer know who they are and are lost The writer suggests, to the young adolescents at his school, who admit their confusion, that they are in the process of building a new personality, block on block, and that they will not really know who they are until this task is completed.

Johnson (40) refers to this stage as one of adolescent relapse and notes that anti-school feelings reach a peak at this time. He suggests that the low quality of school work, combined with loud and uncouth behavior causes middle school teachers to want to leave teaching on that level.

Fitzhugh Dodson (41) states that each of the previous stages that children have experienced have had positive developmental tasks for the child to master. In early

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40Johnson, How to Live through Junior High, p. 62

41Fitzhugh Dodson, How to Discipline with Love from Crib to College, (New York: Rawson Associates Publishers Inc. 1977 p. 367

adolescence, we find that the task is disorganization. This apparent disorganization is not a permanent part of the child's personality, but serves to make room for a new pattern of psychological attributes that define adulthood. The older childhood patterns must be broken up so that a higher organization of personality can take place.

Dobson (42) maintains that a major emphasis and status symbol among teenagers is physical attractiveness. It is important during childhood, and becomes especially significant and all consuming during adolescence. A girl who is unusually attractive "has the world at her feet." The handsome athletic boy is "the king of the mountain." However the majority of young adolescents tend to view themselves in the mirror with disgust and disappointment. Even some of the most striking and celebrated beauties of the stage and screen have expressed dissatisfaction with their looks, considering their noses too large or some other imagined physical deficiency.

The process of maturing is different for each young adolescent child. Aubrey (43) noted that there were three reactions of young adolescents to becoming adolescents .

42Dobson, Hide or Seek, p.32

43Aubrey,"Understanding and Developing Programs of Guidance and Counseling for the Young Adolescent," Vol. 7 No. 3

1. Perennial child; This individual responds to with a mixed reaction of stress, strain, pain and anxiety. The immediate reaction is one of of avoidance and denial. This is mixed with fear and fantasy and a feeling that it won't happen to me, or at least not for a long while. This individual does not want to give up the earlier safety and dependency attached to childhood and the protective adults in the immediate environment.

2. Super Sophisticate; Many individuals welcome puberty and adolescence and have long awaited this period. A great number of fantasies and wishes are attached to this stage, and frequently these individuals have been described as ten or eleven year olds going on eighteen. A desire for independence coupled with a demand for adult privileges characterizes these young people. Unfortunately, the capabilities requisite for adult like responsibilities are not yet part of the developmental experiences of these individuals.

3. Ambivalent Young Adolescent; The majority of young adolescents experience a great amount of ambivalence upon entering this period. They share the fantasies and desires of the super sophisticate in wishing adult status and privileges from time to time. They also share the perennial child's fear and anxiety about leaving a state of protection and dependency for an uncertain and unknown future. Basically most of these young people accept and cope with this period as best as they can.

Belbas (44) compared a group of early maturing young adolescents with a group of late maturers. It appeared that the early maturing boys were less prone to attention seeking behavior and appeared unaffected and matter of fact in their

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44 Nancy Belbas," Dialogue on Youth - An Inter-disciplinary View", Center for Youth Development Research University of Minnesota, Summer Series # 1 August 1970

with others. The late maturing boys appeared to be relatively tense showing greater childish activity and attention seeking behavior. The more physically mature adolescents were usually accepted and treated by adults, and other children as being more mature. The late maturing boys were usually treated as the little boys they appeared to be. The smaller late maturing boys appeared to be more active and expressed through their activity, attention seeking behavior to compensate for being in a physically less favored status.

As might be expected, early maturers exhibited more interest in the opposite sex than did the late maturing young adolescent.

The larger stronger adolescent boys tend to become the leaders in their peer groups. This leadership is not necessarily based on greater popularity, but seems to be based on their tendency to dominate. The early maturer appears to be more confident and more often chosen and sought after by older boys. The large early maturing child can be intimidating to their less developed peers. In this connection it has been suggested that the gang activity of the preadolescent and young adolescent may be a collective defense against the more mature females.

CHAPTER TWO

THE NATURE OF AGGRESSION

> Anger has been described as being like a fireplace in a remote cabin during a blizzard. If the fire gets out of control, it will destroy the occupants either directly by the fire itself or indirectly when they flee and are exposed to the blizzard. On the other hand, if the fire goes out, the occupants will freeze within the cabin. The key is adequate respect for the fire and the adequate control and channeling of it.
>
> Dwight Carlson

As a foundation for this chapter the writer would like to present and define four terms that are critical to a study of conflict management; anger, aggression, conflict, and violence.

ANGER

Anger has been defined as an"...universal human response in which a person is aware of being or feeling in a state of displeasure." (1)

Dyer (2) defines anger as"...an immobilizing reaction, experienced when any expectancy is not met." He also considers that severe anger is a form of insanity where people are not in control of their behavior.

1Theodore Isaac Rubin, The Angry Book, (New York: Collier Books, 1969) p.161

2Wayne W. Dyer, Your Erroneous Zones, (New York; Funk and Wagnalls Book Publishing Company, 1976) p. 218

Gordon (3) takes a different view of anger. He suggests that other emotions may lead to anger. For example, a child is lost, and panic and fear grips the parents as they search for their child. When the child is found, that parental fear may turn to anger and the parent who, moments ago, was fretting and worrying, may now be scolding and angrily questioning the child. Gordon also considers that anger may be, for some people, an act but not a true emotion or feeling. People act as if they are angry, at times, in order to achieve their goals. However, Gordon notes when people act angry, they may "...experience real psychological sensations such a rapid heart beat, trembling... Gordon describes anger as a "...witches brew bubbling and fomenting inside until it spews forth powerful and withering in it's effect."

Dobson (4) takes a very different view of anger. He defines anger as "...strong negative feelings that are accompanied by biochemical changes in the body, which are set into motion by involuntary forces."

Ginott (5) suggests that

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[3] Thomas Gordon, Teacher Effectiveness Training, (New York: Peter Wyden Publishers, 1974) p. 149

[4] James Dobson, Emotions, Can you Trust Them, (Ventura California: Regal Books, 1980) p. 90

[5] Haim Ginott, Between Parent and Child, (New York : The MacMillan Company, 1969) p. 56

> Anger like the common cold is a recurrent problem. We may know it intimately, but we cannot prevent its appearance. Anger rises in predictable sequences and situations, yet it always seems sudden and unexpected, and although it may not last long, anger seems eternal for the moment.

Ellis (6) considers that"...anger is of itself neutral, neither right nor wrong, appropriate or inappropriate. It is what the anger is based on, and how it is expressed that determines whether it is right or wrong. Anger can be used either constructively or destructively.

Ellis suggests that anger comes from an irrational and illogical belief that other peoples actions equal or are the same thing as the person himself. Because the person's actions are negative or "bad", the person is therefore judged as being bad. This irrational belief that equates a persons actions with his personality and moral character leads to what Ellis considers as the three irrational ideas.

> 1. I must do well and win the approval of others for my performance, or else I will rate as a rotten person.
> 2. Others must treat me considerably and kindly and in precisely the way I want them to treat me. If they don't, society and the universe should severely blame, damn, and punish them for their inconsideration.
> 3. The world and the people in it must arrange conditions under which I live so that I get everything that I want, when I want it and further, conditions must exist so that I don't get what I don't want. (7)

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[6] Albert E. Ellis, How to Live with and Without Anger, (New York: Thomas Crowell Press, Readers Digest Edition, 1977) p. 74

[7] Ibid., p. 41

Ellis (8) also considers anger to be a strong emotion that tends to extend into other areas of a person's life. Anger often creates unnecessary tension and an uncomfortable and counter-productive atmosphere.

Tavris (9) suggests that a careful study of anger is important, because anger, has such a "...potent capacity for good and evil." Tavris defines anger as a process, a transaction and a method of communicating. She suggests that most angry episodes, are in reality social events and are staged in order to gain a social objective. She considers that the social perspectives of anger are what accounts for the different types of anger that are found among the human race. The social purpose of the anger, determines the type of anger. Tavris, in utilizing a social perspective on anger differs from most of the schools of psychology. She considers anger to be a process, a transaction and a way of communicating. (10)

AGGRESSION

Roucek (11) defines aggression as anger acted out.

8Ibid., p. 27

9Carol Tavris, Anger the Misunderstood Emotion, (New York: Simon and Shuster, 1982) p. 23

10Ibid., p. 18

11Joseph Roucek, The Difficult Child, (New York: Philosophical Library, 1964) p.135

He considers that aggression among human beings is an instinctual response. Human beings in their course of development have had to learn to control their feelings in order to maintain family life and security. Roucek also suggests that the regulation of aggression is central in developing and maintaining the mental health of the child.

Bach (12)states that:

> The history of man is replete with mechanisms and attempts to control aggression. People have tried to pray it away, wish it away, or play it away. More recently they have tried to psychoanalyse it away and meditate it away. Others try to drink or drug it away. But it does not seem to go away.

Bach continues with the idea that the traditional approaches for channeling aggression have not been effective. He considers that the increase of brutality and violence in our society, is evidence of the ineffectiveness of traditional techniques.

CONFLICT

Gordon (13) states that the word conflict is derived from the Latin word conflictus, meaning to strike together Synonyms given for conflict are disagreement, war, battle, and collision. As a verb conflict is defined a showing antagonism or to contend in battle. Gordon continues with the idea that

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[12] George Bach and Herb Goldberg, Creative Aggression, (New York: Doubleday Company Inc., 1974) p. 83

[13] Gordon, Teacher Effectiveness Training, p. 181

in a human relationship model, "Conflicts mean battles and collisions occuring between two or more people." "When their behaviors interfere with one or the other meeting his needs, or when their values do not match."

Madow (14) eloquently comments on conflict the human condition stating that:

> People are born as purely pleasure seeking animals. They remain so, with modifications throughout their lives. People would like to believe that they are intellectual animals that is why they are governed by their intelligence, but they are not, they are ruled by their emotions.

Madow suggests that the most mature man has the best control of his emotions.

The need for love is cited by Madow as one of man's most powerful emotions. Man however, possesses, anger that according to Madow, has a greater influence on a person's behavior, and mental and physical health, than does the drive for love.

Sexton (15) classified conflict into two types, crisis and maintenance. Crisis conflicts are noted by the immediate nature of the problem. These conflicts demand immediate action in order to reach a solution. Maintenance conflicts

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14Leo Madow, Anger- How to Recognize and Cope with It, (New York: Charles Scribners Sons, 1972) p. 3

15Michael J. Sexton and Karen Dill Bowerman, "Conflict Handling for Secondary Schools Principals", National Association for Secondary School Principals Bulletin. Vol. 63 No. 426, pp. 1-10, April 1979 represent the everyday types of internal problems. They need to be dealt with, but lack the need for an emergency or immediate response. It is important that the maintenance conflicts be systematically resolved or they may rapidly escalate into a crisis situation.

VIOLENCE

Bybee (16) defines violence as:

> Violence is the immoderate use of physical force executed with the purpose of abusing, damaging or violating another person's property...Here is the final stage, all remnants of communication and rationality are gone. The prolonged alienation preceding this stage now takes its toll, for the individual attempts to achieve the ultimate sense of control by totally dominating the environment. For each person there is a final breaking point where the physiological, physical and psychological needs can no longer be repressed by social values. The small percentage of students who reach this point are the statistics we hear about. They assault, murder and rape other individuals. They steal, vandalize and burn schools.

La Haye (17) quotes the following statistics:

> There is one serious crime committed every two seconds in the United States of America.
> A murder occurs every twenty three minutes.
> A forcible rape occurs every six minutes.
> A robbery occurs every fifty eight seconds.
> An aggravated assault occurs every forty eight seconds.
> A burglary occurs every eight seconds.
> A theft occurs every four seconds.

16Roger Bybee and E Gordon Gee, Violence Values and Justice in the Schools, (Boston: Allyn Bacon, 1982) p. 120

17Tim La Haye and Bob Phillips, Anger is a Choice, (Grand Rapids, Michigan: Zondervan Publishing Company, 1982) p. 12

In an ABC. News broadcast, "Crime in America" (18) the following statistics were presented. Twenty five million American households are affected by crime each year. Sixty-five people are murdered every day. Fifty-five percent of those murders were committed by men, while half of these crimes were committed by men under the age of twenty five. Career criminals made up only ten percent of the criminal population, while the rest were considered as amateurs. Crime, it appears is a young mans game. A half a million children were incarcerated in the U.S. in 1980.

Mednick (19) noted that more crimes are being committed by children under fifteen years of age than over the age of twenty five. In the year 1978, juvenile crime increased sixteen hundred percent.

Bybee (20) noted that:

> Violent crime does not emerge spontaneously and capriciously from normal behavior. The causes of violent behavior are many; the progression to violence is often slow. Violence is the last stage of a sequence that includes the outward behaviors of affirmation, assertion and aggression and the inward behaviors of alienation withdrawal and depression.

18ABC. News, "Crime in America- Myth or Reality", March 2, 1983

19Sarnoff A. Mednick, "Human Nature Crime and Society", (University of Southern California Social Science Institute : Eric Document Reproduction Service, ED 187 655, 1979)

20Bybee, Violence, Values and Justice in the Schools, p. 115

In view of the statistics it appears that violence and aggression in America is on the increase. The writer considers that the lack of conflict management skills and the inability to cope with the increasing levels of anger and aggression may be at the root of the problem.

The crime statistics quoted above in this chapter are taken from the catagory of crimes of violence. The writer believes that the training of our children in conflict management skills is of major importance in preventing violence in our American society.

Millman (21) noted that childhood aggression is a serious problem and is a frequent cause for the referral of children to mental health centers. Followup studies indicate that aggressive children often exhibit a relatively high rate of antisocial behavior and other problems in later life. Many aggressive children have been associated with the following personality traits: assaultiveness, quarrelsomeness, proneness to temper tantrums and fighting to settle conflicts while ignoring the needs and rights of others. Millman also reported that social science research, over the past thirty years, found that children who resort to fighting during their pre-school years, tend to persist in this method in resolving conflicts throughout childhood and into adult life.

21Howard Millman; Charles E. Schaefer; Jeffrey J. Cohen, Therapies for School Behavior Problems, (San Francisco: Jossey Bass Publishers, 1980) p. 422

It appears that poor social skills in childhood are associated with such adjustment problems in later life such as juvenile delinquency, alcoholism, mental illness, and criminal acts.

Mednick (22) observed that the child with poor social skills doesn't appear to develop alternative skills, and may develop psychopathic tendencies. He noted that..."clinical description of a psychopath include phrases as lacks emotion, callous, no guilt, no shame, no remorse, incapable of love, fails to learn from punishing experiences, and cannot emotionally anticipate consequences." This description also fits that of the criminal, the delinquent and the pre-delinquent.

Welsh (23) wrote that the most violent people in our society had experienced an angry violent childhood. James Ray, Sirhan Sirhan, Gary Gilmore, Adolph Hitler, Arthur Bremmer, Lee Harvey Oswald and Jim Jones all reportedly came from violent backgrounds.

Dobson (24) stated that both of the Kennedy assasins Oswald and Sirhan appear to have shared the same characteristics.

22Mednick, "Human Nature Crime and Society", Sept 1979

23Ralph L. Welsh, "The Belt Theory of Discipline and Delinquency", (New Jersey Education Association: Eric Document Reproduction Service, Ed 196 149, Nov 80)

24James Dobson, Hide or Seek- How to Build Self Esteem, (Old Tappan, New Jersey:Fleming H. Revell Company, 1979 p. 156

1. They experience deep feelings of inferiority.
2. They sought to cope by withdrawal and surrender.
3. Their vain attempts to achieve adequacy were failures.
4. They exploded in violence.

Dobson also suggest that fighting is an important way for a child to deal with inferiority. Fighting is a method of resolving conflicts and produces much of the antagonism that is found in adolescence. Fighting is likely to appear whenever less aggressive patterns fail in reducing the pain of inferiority.

Tavris (25) states that aggression in what ever form is an acquired strategy in dealing with anger and is not a biological inevitability.

Cousins (26) discusses the price of violence:

> In an environment of violence, life becomes not only tentative, but cheap. The sense of beauty the capacity to be awakened and enlarged by a tender experience, the possibilities for compassionate thought- all these are being crowded and pressured by the language of force. The mind of man is rapidly being hammered out of shape by the constant pounding of explosive accusations, denunciations and vilifications - all tied to The carnal and precipitate use of force.

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[25] Tavris, Anger the Misunderstood Emotion, p. 131

[26] Norman Cousins, Human Options, (New York: W. W. Norton and Company, 1981) p. 87

ANGER AND ITS EFFECT ON THE HUMAN BRAIN

Norman Cousins (27)in his book Human Options noted that:

> The human brain is a mirror to infinity. There is no limit to its range scope or creative growth. No one knows what great leaps of achievement may be within the reach of the species, once the full potentiality of the mind is achieved.

Madow (28) states:

> Man is an extremely complex emotional organism, and the way in which he copes with his emotions is probably what separates him from the rest of the animal kingdom.

Furst (29) maintains that:

> The human brain with its interconnecting networks of 10,000 million neurons and its largely unknown symphony of biochemical and biophysical interactions is the most complex in the known universe. In terms of the quality of information it handles, the brain is much more complex than any computer.

Cousins (30) comments on the brain's potential capacity.

> Many brain researchers agree there is probably enough reserve capacity in the brain to meet problems far more demanding and complex than any that have so far confounded the species. The fact that most humans do not use more than fifteen to twenty percent of their available intelligence, seems to indicate that the principal need for humanity is not for a better brain, but for some way to make better use of the brains we have.

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[27] Ibid., p. 167

[28] Madow, Anger - How to Recognize and Cope with It, p.71

[29] Charles Furst, Origins of the Mind - Mind Brain Connections, (Englewood Cliffs, New Jersey: Prentice Hall Inc. 1979) p. 3

[30] Cousins, Human Options, p. 64

La Haye (31) describes the action of the brain and the body's basal metabolism. When a person becomes intensely angered by some incident, the hypothalamus sends signals to all, or almost all of the nerve endings of the sympathetic nervous system. In addition, the hypothalamus may send some of its own exclusively manufactured hormones and also sends out chemical signals to the adrenal, sex and thyroid glands and the pancreas so they in turn may secrete excess amounts of their hormones. As a consequence, not only are one's tissues bathed by an excess of adrenalin and nor-adrenalin but also by the hormones secreted by the other glands before mentioned.

When the hypothalamus gland secretes, pupils dilate, the breathing rate increases, and more oxygen is brought into the lungs. Digestion and elimination slow down. Blood sugar levels rise and the blood pressure increases. Muscles tighten and blood clots faster. All of these changes help to gear the body for battle.

Wittrock (32) maintains that the hypothalamus is the control center of the brain. It is located above the roof of the mouth in man. The hypothalamus has wide connections with the other areas of the brain. It is intimately connected to

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[31] La Haye, Anger is a Choice, p. 43

[32] M.C. Wittrock and others, The Human Brain, (Englewood Cliffs, New Jersey: Prentice Hall Inc. 1977) p. 12

the pituitary gland which is considered as the master endocrine gland. The hypothalamus is involved in a wide variety of behavior processes.

Bolton (33) suggests that the effects of stress on the brain center interferes with much of the operation of the upper brain. A large proportion of the blood is automatically routed away from the brain to the skeletal muscles during anger and stress. The verbal and problem solving areas of the brain are especially affected and they do not perform with their usual efficiency.

Bolton states that emotional arousal actually makes us different people than we were in moments of greater calmness. When we are angry or fearful our adrenalins flow faster and our strength increases by about twenty percent. The liver pumping sugar into the bloodstream demands more oxygen from the heart and lungs. The veins become enlarged and the control centers, where the thinking takes place, do not perform nearly as well. When people are in an aroused emotional condition, they are beautifully equipped for a brawl, but are poorly equipped to get a problem solved.

Moyer (34) noted that head injuries caused by falls

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[33] Robert Bolton, People Skills, (Englewood Cliffs, New Jersey: Prentice Hall, 1979) p. 217

[34] K.E. Moyer, The Psychology of Aggression, (New York: Harper and Row Publishers, 1976) pp.27-28

or automobile accidents frequently result in loss of consciousness. As the individual regains consciousness, he experiences a period of uncontrolled violence and aggression often directed to those people around him. The behavior of children is particularily affected by injury to the brain. The child may exhibit a complete reversal of personality and may change from a loveable youngster to an antisocial and unmanageable one. Such children show marked emotional instability with a characteristic unrestrained aggressiveness and lack of impulse control.

Brain tumors may also cause severe anger problems. Charles Whitman, the Texas University Tower killer, who killed his wife and mother, and then locked himself in the tower, spent ninety minutes shooting everyone he could bring into his rifle sights. He wounded twenty-four people and killed fourteen. In an autopsy, of his body, it was found that he had a malignant tumor of the temporal lobe.

S.I. Mc Millen (35),a medical doctor, notes in his book None of these Diseases;

> With each passing year we obtain a wider
> comprehension of the ability of the mind
> (psyche) to produce varied disturbances

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[35] S.I. Mc Millen, None of these Diseases, (Old Tappan, New Jersey: Fleming H. Revell, 1963) p. 58

> of the body (soma) hence the term Psycho-somatic. Invisible emotional tension in the mind can produce striking visible changes in the body, changes that can become serious or fatal.

Mc Millan continued with data concluding that when an animal's resistance was lowered by stress, certain bacteria were able to thrive thus causing disease.

The writer has noted that during stress conditions a persons disease threshold is lowered.

Mc Millan noted that the most common way people get even with other people is by talking about them. This process of running another person down does not keep a person free of diseases of the body or mind. "The verbal expression of animosity towards others calls forth certain hormones from the pituitary, adrenal, thyroid and other glands." "Excesses of any of these hormonal substances can cause disease." (36)

Mc Millan (37) considers love to be the only antidote that can save man from the many diseases he brings on himself through angry emotions. He emphasises that without love, thoughtfulness and keen consideration for others, man is likely to perish from any number of diseases of the mind or body.

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[36] Ibid., p. 71

[37] Ibid., pl 77

Mc Millen quotes Alfred Adler on the subject of love.

> The most important task imposed by religion has always been 'Love thy neighbor.' It is the individual who is not interested in his fellow man, who has the greatest difficulties in life and provides the greatest injury to others. It is among such individuals that all human failures spring.

CAUSES OF ANGER AND AGGRESSION

What are the causes of all this anger? What are the roots? Tim La Haye (38) would suggest that one of the main causes of anger lies in the home. He maintains that eighty percent of marriages have problems with anger. He considers that these problems are devastating to the marriage relationship and spoil the quality of family living. La Haye contends that "...uncontrolled anger in the family can destroy the psyche of the children."

Dobson (39) considers that the central cause of childhood aggression lies in early childhood where the child was indulged and the parents demanded neither respect nor responsible behavior from him. He also suggests that in the light of this early training that some of our young citizens are now demonstrating an absence of these virtues.

38Tim La Haye, Spirit Controlled Family Living, (Old Tappan, New Jersey: Fleming H. Revell Company, 1978) p.58

39James Dobson, Dare to Discipline, (Wheaton, Illinois: Tyndale House Publishers, 1970) p. 12

Dinkmeyer (40) also roots the problem in the family structure. He suggests that the American family has become involved in the "generation of getters." The emphasis on getting has "...stimulated the neurotic process." The emphasis on materialism within our family structure, the getting and accumulating of personal possessions has overshadowed the need of helping family members cope with their problems. A second cause of difficulty in the family, is what Dinkmeyer refers to as bribery. He states that parents often pay their children for performing household tasks, with the result that the children consider that they should be paid for anything that they do. A third cause of family problems lies in that many parents spoil their children in order to provide further evidence of their own affluence and social value. This results in distorting the children's values and encourages them to expect to always be on the receiving end. The child learns to give, to receive.
A fourth cause of potential child problems is what Dinkmeyer calls promoting rebellion. The neurotic emphasis on getting has produced many problems in American families. In allowing children the belief that they should always receive, causes them to become rebellious, when they are expected or are pressured into doing what they do not want to do.

40Don Dinkmeyer and Gary Mc Kay, Raising a Responsible Child, (New York: Simon and Shuster, 1982) pp. 61-63

When these children are deprived of the immediate gratification of their desires, they rebel either openly or passively.

Dreikurs (41) noted that defiance and rebellion are becoming more characteristic of even young children.

Dobson (42) stated that children can be remarkably brutal and vicious in their dealings with each other, and tend to use power tactics to get what they want. Parents on the receiving end of their child's rebellion and use of power tactics often react with aggression.

La Haye (43) feels that parental frustration due to anger is a leading cause of child abuse. He states that many parents who abuse their children have never learned how to control their anger. When their frustration reaches a certain point, they explode and commit and aggressive act on their child.

Lange (44) wrote about the reactions of children to a violent, abusive parental figure. When the most important male model in a child's life hurts other people, the child may

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[41] Rudolf Dreikurs, A Parents Guide to Child Discipline, (New York: Hawthorn Books Inc. Publishers, 1970) p. 104

[42] Dobson, Emotions - Can You Trust Them, (Ventura, California: Regal Books, 1988) p. 100

[43] Tim La Haye, Understanding the Male Temperament, (Old Tappan, New Jersey: Fleming H. Revell Company,1977) p.158

[44] Arthur J. Lange and Patricia Jakobowski, Responsible Assertive Behavior, (Champaign, Illinois: Research Press, 1976) p. 31

become ambivalent about his own masculinity. He may infer that being a man involves hurting other people.

The daughter of an aggressive mother may reject her own femininity as she tries to deny those parts of herself which are like her mother. The son of an aggressive mother may become suspicious, hostile and aggressive toward women. When a father is aggressive, a daughter may learn to avoid or to fear men. They may also develop a "...subservient, masochistic relationship with other men." They may also become hostile and rebellious towards men because of identification with the negative aggressive father figure.

Wolman (45) observed that abused children were often cited for aggressive and destructive behavior at home and in school. Bullying, fighting and other forms of assaultive behavior were observed in an abused child's relationship with their peers and siblings. Both preadolescents and young adolescents from abusive and violent families were found to be involved in abusive and delinquent behavior. Abused children were also described as being sad, dejected and possessing a poor self concept. This poor self concept appears to have been the result of chronic physical and emotional scarring which is compounded and reinforced by

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[45] Benjamin B. Wolman; James Egan; Alan O. Ross, Handbook of Treatment of Mental Disorders in Children and Adolescence, (Englewood Cliffs New Jersey: Prentice Hall Inc., 1978) p. 438

repeated episodes of physical abuse.

Madow (46) states that anger is caused by several factors.

First, among the pubescent young adolescent, newly arrived sexual urges and the resulting prohibitions cause frustration and anger.

Second, the reaction to competition as is found in peer and sibling rivalry often results in anger.

Third, the young adolescent who lacks material possessions, peer acceptance or popularity may react with hostility and anger.

Fourth, having real or imagined shortcomings such as being too fat or too short often causes frustration.

Fifth, the conflict between the need for dependence and independence from parental control is a leading cause of adolescent anger.

Sixth, competition for power with peers, siblings and parents lead to power struggles that cause anger.

Seventh, dealing with the increasing responsibility that comes with increasing freedom causes frustration and anger.

Madow (47) suggested two reasons for anger explosions. First, some individuals have accumulated so much anger that

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[46] Madow, Anger-How to Recognize and Cope with It, p. 26

[47] Ibid., p. 37

only a little more is needed to set them off. Secondly there are chronically angry people who have come to realize that their anger episodes pay off. They are conditioned to continue using anger in order to get their needs met.

Dreikurs (48) maintained that there were four mistaken goals that children use in order to feel that they belong. When these goals are frustrated anger may result.

ATTENTION SEEKING MECHANISM (AGM)

Some children behave in such a manner in order to be the center of attention. They feel that they are significant only when they recieve attention.

STRIVING FOR POWER

The power struggle evolves from attention seeking behavior. Power struggles result when the attention seeking behavior fails to provide the desired results. The main distinction between a demand for attenton and a power struggle can be observed when a child is faced with correction. The attention seeking child's behavior will be temporarily curbed with correction. However for the child locked in a power struggle, correction serves as a stimulus for an intensification of the disturbing behavior.

48Rudolf Dreikurs, Children the Challenge, (New York: Hawthorn Books Inc. Publishers, 1964) p. 58

REVENGE GETTING

The third goal is related to the intensification brought on by the power struggle. If the other person in the power struggle becomes locked into retaliatory behavior, each party attempts to subdue the other. From this desire to subdue, to win the power struggle, a spirit of intense retaliation may develop. Revenge may be used as a final retaliation and may serve to make the child feel important and significant.

APATHY - ASSUMED HELPLESSNESS

The fourth and final mistaken goal is used by the completely discouraged child. The child tries to demonstrate his complete inadequacy. He may act helpless, apathetic or feign stupidity in order to avoid any effort or conflict.

The four mistaken goals may be used as a means for the child to dysfunctionally cope with conflicts. Many children use all four of these strategies at one time or another.

Forgus and Shulman (49) compared animal and human aggressive behavior into eight catagories.

1. Predatory Aggression

   Predatory aggression is defined as seeking for prey. In modern man, hunting and fishing as well as trophy hunting are classified as predatory aggression.

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[49] Ronald Forgus and Bernard Shulman, Personality a Cognitive View, (Englewood Cliffs, New Jersey: Prentice Hall Inc. 1979) p. 224

2. Defensive Behavior Against a Perceived Threat

This behavior is common on the middle school level. Young adolescents, with their increased anger, often resort to defensive behavior to defend themselves against a perceived threat.

3. Irritable Aggressive Behavior

This behavior can appear when a person is frustrated, angry, tired or harassed.

4. Territorial Aggression

The selection and defense of a home territory against trespassers is common animal and human behavior. This kind of aggressive behavior is common under conditions of severe crowding.

5. Maternal Aggression - The Defense of the Young

School personnel often are faced with maternal or paternal aggression when, in parent conferences, a parent is faced with the misdeeds of their child.

6. Sex Related Aggression

This type of aggression occurs at the middle school level against rivals and against their boy or girl friend.

7. Instrumental Aggression

Aggression which results in dominance heirarchies is termed instrumental aggression. In baboons, instrumental aggression is most prevalent during the periods when the dominance heirarchy is unsettled. This type of aggression is especially noticeable when a campus king or queen has been dethroned, as the top ranking contenders scramble for power.

8. Situational Aggression

This form of aggression is a learned response to a specific situation. Among young adolescents situational aggression may be observed in classrooms where the students dislike the teacher or when the atmosphere is lacking in discipline.

Valzelli (50) considers that instrumental aggression in the more advanced societies is largely limited to threatening behavior. This differs from the more primitive form of using warning behavior preceeding an attack. Among young adolescents the writer has observed that, escalating types of warning behavior are used before a physical attack. A task of middle school educators is to help young adolescents mature and evolve to a higher plane, where instrumental aggression is limited to an assertive verbal interchange of ideas.

Anger and aggression have been described up to this point in a negative sense. However, anger and aggression may be positive in its effect.

50Luigi Valzelli, Psychobiology of Aggression, (New York :Raven Press, 1981) p. 78

Ginott (51) noted that anger demonstrates a person's concern. If a person fails to get angry at certain provocations, it indicates indifference, not love. He emphasised that those who love cannot avoid anger.

Tavris (52) suggested that anger acts as a regulator of social relationships. A major role in anger is it's policing functions. Anger with it's power, forcefulness and it's threat of retaliation helps to regulate every day social relationships, family disputes, neighborly quarrels and business disagreements.

Ginott (53) maintains that as children we were not taught to deal with anger as a fact of life. Many children, have been made to feel guilty for experiencing anger and sinful for expressing it. "We were led to believe that to be angry is to be bad."

Roucek (54) notes that aggression has both constructive as well as destructive connotations. It can interfere with ones interpersonal relationships and disrupt a childs ability to perform various tasks. At the positive end of the spectrum aggression is an ingredient of ambition and is necessary for

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51Haim Ginott, Between Parent and Teenager, (New York : The Macmillan Company, 1969) p. 57

52Tavris, Anger the Misunderstood Emotion, p.48

53Ginott, Between Parent and Teenager, pp. 55,56

54Roucek, The Difficult Child, p. 138

the development of skills. It appears to be necessary for a child to draw on his "aggressiveness reservoir" in order to learn to read, learn math, to play and to free himself from parental domination.

The effect of repressed anger is another controversial subject.

Bolton (55) reported that, in one study, cancer patients were described as inhibited individuals with a great deal of repressed anger, hatred and jealousy in their psychological makeup. A large number of diseases were attributed to the storage of repressed anger.

Linn and Linn (56) consider that unresolved anger is destructive to emotional health, because repressed anger often results in self hatred and depression.

LaHaye (57) maintains:

> Doctors have warned us for years that emotionally induced illnesses account for sixty to eighty five of all sickness today. What they mean is that tension causes illness. Anger, fear and guilt are the primary causes of tension so they are clearly the culprits in poor health.

Tavris (58) takes an opposing view of the effects

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[55] Bolton, People Skills, p.31

[56] Dennis Linn and Matthew Linn, Healing Lifes Hurts, (New York: Paulist Press, 1978) p. 103

[57] La Haye, Understanding the Male Temperament, p. 157

[58] Tavris, Anger the Misunderstood Emotion, p. 117

of repressed anger on the human organism and claims to have exploded much of the anger theory that has been developed to date. She suggests that the popular belief that suppressed anger can wreak havoc on the body and blood stream has been inflated out of realistic proportion. Anger does not in any predictable or consistant way make us depressed, produce ulcers of hypertension, or give us heart attacks. She states that the most recent evidence of researchers has pretty much disproved the suppressed anger theory of ulcers. According to Tavris, calm relaxed people get ulcers as often as hard pressed competitive people do. "Ulcers turn up among those who express anger readily and those who don't."

Rubin (59) takes the viewpoint that stored anger is kept in what he has termed the "slushfund". He notes that explosive anger that seems inappropriate or out of proportion to the situation at hand is most probably linked to past injuries and frustrations that are stored in the "slushfund".

Rubin maintains that anger not stored or relegated to the "slushfund" rapidly dissipates. Violence, suicide and murder are considered as "slushfund explosions." "Slushfund" explosions are the result of the total breakdown of communication between the parties involved, and are the

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59Rubin, The Angry Book, p. 128

results of"...accumulated hurts and their subsequent distortion and perversion."

La Haye (60) discusses the role of two kinds of anger, passive and active expression. He has developed a chart that rank orders the passive and active expressions of anger, according to intensity, using a ten point scale.

Passive Expressions of Anger		Active Expressions of Anger
	10	Murder - Suicide
Malice - Hatred	9	Rage - Physical Attack
Bitterness - Resentment	8	Bully - Damage
Unforgiving	7	Slander - Ostracise
Repulsed	6	Provoke - Humiliate
	5	Gossip - Ridicule
Infuriated - Disgusted	4	Sarcasm - Criticism
Jealous - Envious	3	
Exasperated - Frustrated	2	
Irritated - Annoyed	1	
Silence	0	

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[60] La Haye, *Anger is a Choice*, p. 77

Tavris (61) suggests that depression is anger turned inward. She also states that depression may be just depression per se., which she considers as being quite serious. Sometimes an angry person is also hurt, sad or worried and sometimes is really angry. There are different kinds of depression as well as different kinds of anger.

Depression can result from anger. When the display of anger is unsuccessful in averting danger or removing obstacles, one may eventually become depressed, apathetic and feel helpless. In these cases it may not be accurate to state that anger has turned inward, when in fact it may have been extinguished. Anger and depression may be totally different learned reactions to prolonged stress depending on a person's social history and possibly also on genetic factors.

CURSING AND ANGER LANGUAGE

Millman (62) discussed that in the professional literature, cursing is considered as being associated with severe mental disorder. However, swearing may be a message designed to signal fear or anger. It may also be a habitual response triggered by a state of excitement. Millman suggests that psychologists and psychiatrists often miss the message of profanity by attributing it to emotional disturbance.

61Tavris, Anger the Misunderstood Emotion, p. 103

62Millman, Therapies for School Behavior Problems, p.140

In an article in the Arizona Republic (63) Dr. Sheldon Frank, child and adolescent psychiatrist observed that children are particularly attracted to cursing during two developmental stages. The first stage is during preschool years when they are stimulated and amused by words related to excretion. At this stage, children use words with sexual connotation without understanding their meanings.

The second stage is during early adolescence. Cursing and foul language appear to be a part of the peer culture. The use of profanity makes early adolescent boys feel that they have a tough guy image and serves to dissipate any hint of homosexuality in their eyes. The use of cursing and profanity appears to allow boys to show an interest in girls while keeping a certain distance. While boys traditionally use profanity more readily than girls, girls are beginning to catchup.

Madow (64) noted that as a child grows older he learns to express his anger in more direct terms. This often takes the form of "I hate you" or "I wish you were dead." If a child is angry at someone, he wants him destroyed.

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[63] "Child's Attraction to Obscene Language is a Normal Part of Youth", Arizona Republic, 29 May 1982

[64] Madow, The Angry Book, p. 38

THE ROLE OF TV IN AGGRESSION

The viewing of violence on television has been cited as one of the reasons for today's violent society.

Norman Cousins (65) comments on the effects of TV on children.

> A casual attitude toward human hurt and pain is the surest sign of educational failure. It is also the beginning of the end of a free society. Long before many children learn to read, they learn to turn on a television set. They are quickly introduced to a world of howling drunks,pampered idiots, wild swinging and trigger happy bullies and gyp artists. They learn that sex is just another toy to be discarded when a flashier one comes along. They learn that a way to express disagreement with a man, or your distaste for him is to clout him on the jaw or to pour hot lead into his belly.

Dobson (66) quoted a Dr Gerald Looney of the University of Arizona as saying that by the time an average pre school child reaches the age of fourteen, he will have witnessed 18,000 murders on TV and countless hours of related violence. During childhood the average boy or girl reportedly views 14,000 hours of TV as compared with 15,000 hours of school.

On _Viewpoint_, a television news program, "Violence on TV" (67). The statement was made that pay TV is twelve times more

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65Cousins, _Human Options_, p. 73

66Dobson, _Hide or Seek - How to Build Self Esteem_, p.73

67_Viewpoint_, "Violence on TV", 4 March 1983 violent than regular TV. Statistics were presented claiming that twelve percent of serious crime among adolescents resulted from ideas that came from viewing TV.

Roloff (68) stated that in almost all television programming, violence was dramatized. The methods of resolving conflicts varied according to the type of program. In some crime and adventure programs, dramatic and often violent resolutions to conflict were portrayed. Some programs such as "Hawaii Five O" emphasised the use of antisocial behavior in the forms of physical and verbal aggression. Roloff suggested that the viewing of such programs would increase the likelihood that in the event of conflict that "antisocial modes of conflict resolution would be chosen to settle that conflict."

In the family dramas such as "Little House on the Prairie" and the "Waltons" prosocial methods of resolving conflict, altruism and affection, were used. Roloff suggested that the viewer of family type drama, when faced with a conflict situation would tend to use prosocial forms of conflict resolution and to avoid antisocial methods.

68Michael E Roloff and Bradley S Greenberg, "TV Peer and Parent Models for Prosocial and Antisocial Conflict Behaviors", (Human Communication Research Vol.6 No 4 1980) pp. 340 - 351

Russell and Black (69) noted that longitudinal studies had been made of four hundred nine year olds TV viewing habits and resulting aggression over a ten year period. Boys who had been exposed to television violence at the age of nine were significantly involved in aggressive behavior at the age of nineteen. Statistical analysis by independent researchers, led to the conclusion that exposure to televised violence was a cause of aggression and not just a factor associated with aggression.

Madow (70) suggested that the effect of TV violence varies with the individual. The viewer that possesses sufficient ego strength is less affected by sexual or aggressive programs. For these people, the viewing of televised aggression could serve as a healthy outlet for their feelings. The person with sufficient ego strength can differentiate between reality and fantasy and can enjoy fantasy with out feeling the need to act it out.

However, for people with weak ego strength, and poor impulse control, the viewing of aggression may tend to stimulate them to seek action.

69G. Hugh Russell and Kenneth Black Jr., Understanding and Influencing Human Behavior, (Englewood Cliffs New Jersey: Prentice Hall Inc. 1981) p. 209

70Madow, The Angry Book, p. 14

Madow concluded that in general, children have a less developed ego strength and therefore should be limited in their viewing of aggressive programs.

Taking a different viewpoint Bybee (71) quoted the "Surgeon General's Report". The Surgeon General's office conducted a systematic review of the available research on the impact of televised violence. Their findings concluded that "violence depicted on television, can immediately or shortly thereafter induce similar behavior in children." "Televised violence can instigate an increase in aggressive acts; however, it was found that the viewing of televised violence does not have a uniformly adverse effect on the majority of children." It was noted that "...for the child who already is predisposed toward aggressiveness, the viewing of televised violence may be unwise."

Studies have indicated that preadolescent children recall mostly the aggressive action, while adolescents recall the motives and the consequences of the aggressive acts that they observed. Adolescents appeared to be less affected by televised violence, because of their higher level of moral and ethical development.

71Bybee, Violence Values and Justice in the Schools, p. 117

Bybee (72) concludes that the viewing of televised violence over a period of time must have some effect on an individual. The effect of long term exposure to televised violence is probably at the conceptual level. In effect the viewing of aggression and violence may teach the child that conflicts are resolved through aggression.

72Ibid., p. 108

CHAPTER THREE

DEALING WITH AND EXPRESSING ANGER

> The point here is that while my emotions are throbbing with these fears, angers and self defensive urges, I am in no condition to have an open minded, honest and loving discussion with you or with anyone else. I will need ... emotional clearance and ventilation ... before I will be ready for this discussion.
>
> John Powell, Theologian

The needs for dealing with and expressing anger is a major problem in our world today. As one looks at the world scene, conflict is ever present and the most common method of dealing with that conflict is through violence and war. As this study is being written, over fifty small brush-fire wars are in progress.

Carlson (1) considers that one of the most serious problems of today is the inability of mankind to express its anger in a positive manner. He suggests that people who commit murder and other violent crimes are unskilled in the recognition of and the constructive resolution of conflict. This unresolved anger, stored in their unresolved anger fund,(slushfund) explodes upon the slightest provocation thus releasing the violent feelings on a hapless victim.

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[1] Dwight L. Carlson, Overcoming Hurts and Anger, (Eugene, Oregon: Harvest House Publishers,) 1981 p. 19

Carlson considers that it is equally dangerous for a person to reject his angry feelings and to repress them. They may become devoid of feelings, and the emotionally charged anger is then buried in the subconscious "slushfund". Anger can also be so well camouflaged that the person is unaware of their increasing load.

Carlson (2) categorized six styles of anger reduction strategies.

Category One - Very Immature

> The very immature person, chronically hides his anger. He may be totally unaware that anger is a problem to him, so he typically handles it destructively. Generally, he does not want to hurt anyone but his problem is so great that it is virtually impossible for him to avoid creating a lot of problems as well as for himself... Inevitably there is a lot of physically distressing symptoms, if not neurosis or even a psychosis. The person has a gigantic unresolved anger fund. He can no longer hide his dilemma from the outside world. They know he is in trouble and that without a chaotic change may lead to depression and hopelessness of such magnitude that it may result in suicide. Occasionally the person becomes so angry that he bursts like a boiling teapot, perhaps even hurting others. This individual is obviously extremely hostile and physically abusive to those who get in their way. He causes others much unhappiness and is a very unhappy person himself. He may use alcohol and have trouble with the law. He may feel guilty and have depressed feelings that may lead to homicide or suicide.

2Ibid., p. 61

Category Two - Immature

The immature person may hide his anger. This person often denies the existance of any anger in his life. When he is aware of any anger, he still often handles it destructively. He has a large unresolved anger fund which persists in making him uncomfortable and unhappy. He may have a number of physical symptoms. Oten there is a lot of guilt and depression in his life or he may be numb to his feelings. Suicidal thoughts may start to emerge. Still this immature person may be able to hide his problems from all but those who are very close to him... He usually handles his anger destructively. He often makes other people unhappy and may even hurt them physically. Emotional scars are inevitable and are particularily evident to his spouse and children. Individuals in this catagory rarely sit down and honestly share their feelings with others. Those who hide their anger, try to avoid conflict issues only to have the effects emerge later in indirect ways. The overly angry person is prone to launch an angry counter attack often confusing the issue and leaving others hurt.

Category Three - Somewhat Immature

This person is usually aware of his negative feelings but only occasionally knows the specific causes of them. He occasionally makes attempts to deal with the feelings constructively but at other times handles them destructively. This person never seriously injures anyone, but he may cause a fair amount of emotional hurt to those around him. He has collected a moderate amount of anger in his unresolved anger fund. There may be significant neurotic symptoms and psychosomatic complaints, mental problems or other difficulties. The person who tends to bury anger falls into this catagory. He may sulk, be passive aggressive or use other methods but externally he looks fairly well adjusted to all but those who are extremely close to him...This person loses his temper, slams doors and may even break things in his attempts to give vent to his anger. Those who know him consider him to be somewhat hostile or to have a bad temper.

Category Four - Somewhat Mature

> This individual is aware of his feelings of anger and often is aware of his primary feelings and their cause. He attempts to deal fairly quickly with the problems, but occasionally may react too quickly or slowly. He may not always be as kind as possible to the person he is interacting with. This person may have a small amount of anger in his unresolved anger fund... They are quite mature individuals that may occasionally bury some feelings that should be dealt with or slightly "blow it" when expressing hurt and anger.

Category Five - Mature

> The mature person is always aware of his feelings and is able to accurately determine their cause. He is aware of his anger as well as of the primary feelings causing it. He constructively dissipates his negative feelings in a way that harms others the least. He has no significant anger in his unresolved anger fund.

Category Six - Very Mature

> A very mature person has full control of his actions. His response is by choice rather than by reaction. He may choose any of the constructive means to handle anger... but two...will stand out. This person is able to act on principle meaning that when other peoples lives are at stake and injustices are done, this person gets angry and his anger leads to positive action. The second major way that this person constructively deals with his anger is to suppress his feelings and dissipate then without either harming the people around him or holding the anger inside so that it is destructive to himself.

In dealing with anger, Carlson (3) feels that confrontation is necessary. He defines confrontation as bringing a conflict into the open and dealing with it.

3Ibid., p.77

constructively... Many people avoid conflict at all costs and the costs are high.

Carlson also notes why some people seem to avoid confronting issues directly and constructively.

> 1. Dealing with anger constructively is often more uncomfortable at first than dealing with it destructively. It takes time and effort to deal with anger in a positive way especially when first learning how.
>
> 2. Many people have been taught that standing up to others is wrong. They have gotten the impression that nice compliant religious people accept things meekly. They may get so much praise for being such a nice person, that they find it very hard to mar that image.
>
> 3. Some people have seen confrontation done in an aggressive, hostile manner so they shun all confrontations.
>
> 4. There are those who don't know how to confront They have never been taught how to handle anger properly and haven't had a model to learn from. Individuals with a large unresolved anger fund will find it very difficult to learn how to handle their anger calmly because they are perpetually near the boiling point.
>
> 5. Many people don't fully grasp the long term consequences of failing to confront those with whom they are angry, so they continue in their old ways.

Carlson (4) observes that "All of us know from past experience that it is much easier to destroy than to build." "It takes effort, planning and a lot of work to build good relationships, and many people are just not willing to put forth the effort."

4Ibid., p. 81

As a person starts to face the anger problem in his life, things at first may seem to get worse before thay get better. The overly angry person must learn to control himself in order to confront the problem constructively. The person may have to give up the momentary pleasure that comes from hurting other people. The person who avoids confrontation will have to give up his tendency to withdraw and to pull in his feelings instead of dealing with them. The person will also have to learn to deal with the other person's feelings . The new behavior patterns will be difficult to learn because they run contrary to how the person has been acting instinctively for many years.

Confronting the other person should not be interpreted as an act of hostility. It indicates that you care enough about the other person to work out the problems in the relationship, no matter how painful the process may be. When a person expresses his feelings honestly, it means that he respects and values himself as well as the other person. In sharing one's deepest feelings with another person, the love and respect held by the two people is usually strenghtened. Also as the other person thinks more highly of you, your own self esteem will increase.

There are times when facing a situation or confronting a person may be unwise due to time factors or high anger levels. Carlson (5) recommends in this situation, to tag the problem. Tagging the situation makes it a problem for you and for the other person, but postpones any action to a more appropriate time for definite action. It also alerts the other person to review what was said and done and decreases the chance that he will forget about it, which might anger you and make any further resolution of the problem more difficult. Therefore it is most important for the relationship of both parties that a tagged situation be resolved at a future date and not just postponed indefinitely.

Proper timing plays an important part in the resolution of conflicts and in dealing with emotional issues. It is wise to postpone taking action until one has thought through the situation and has adequate control of their actions.

When a person is involved in an anger episode his capacity to reason is severly limited. Therefore the need for timing in conflict resolution is most important.

O'Connor (6) wrote: "If we want some idea of why the structures of society are resistant to change we have only to study ourselves."

5Ibid., p. 95

6Elizabeth O' Connor, Letters to Scattered Pilgrims, (New York: Harper and Row, 1979) Chapters four and five

One of the major problems in change is found in some of the dysfunctional methods used by people in resolving conflicts.

1. They get angry and attack (get even).
2. They run or withdraw.
3. They verbally give in to each other.
4. They may totally deny that a conflict exists. (7)

Gallagher (8) describes the pain of confrontation.

> The pain can be real...there are so many things about me I'd rather keep to myself. I'd much rather face into me on my own terms than bring someone else into the picture. I want to be strong and very much in control of myself. So there is a ripping when I open up. But the pain is wiped away in the joy of being understood and accepted.

He also describes the dangers of buying peace at any price.

> Some couples take each other for granted because they have bought peace at any price. They have avoided the hot pain of confrontation for the cold and numbing ache of isolation.

Carlson (9) also notes that if others have observed the conflict, the resolution process is best carried out with the observers present.

Linn and Linn (10) observe that anger needs tension in order to function and escalate, therefore anything that

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7Carlson, Overcoming Hurts and Anger, p. 93

8Fr. Chuck Gallagher S.J., The Marriage Encounter, (Garden City, New York: Doubleday and Company Inc., 1975) p.41

9Carlson, Overcoming Hurts and Anger, p. 107

10Frs. Dennis Linn and Matthew Linn, Healing Life's Hurts (New York: Paulist Press, 1978) p. 109

draws away tension will also diminish the anger.

Carlson (11) discusses several viewpoints on the advisability of expressing anger. He notes that at one extreme end of a continuum we have Bach and Goldberg, who advocate the free and open expression of anger. At the opposite end of the continuum we find Albert Ellis who considers that irrational anger is dysfunctional and should be curbed.

Bach and Goldberg (12) consider that feedback is the most powerful way of keeping the lines of communication open during a conflict episode. They advocate frank and uncensored feedback between the parties in a conflict. They also feel that the opportunity for feedback allows people to feel that they are understood, and that they have a safe outlet for their negative feelings. Bach advocates the use of active listening as a major component in the feedback system. In active listening, the listener repeats the essence of what he has heard to the satisfaction of the speaker.

Bach and Goldberg (13) also have developed the use of the fair fight technique. This technique utilizes feedback in a nine step formal procedure for the resolution of

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[11] Carlson, _Overcoming Hurts and Anger_, p. 149

[12] George R. Bach and Herb Goldberg, _Creative Aggression_, (New York: Doubleday and Company Inc., 1974) p. 272

[13] Ibid., p. 280

interpersonal conflicts.

Kelsey (14) comments on the use of the fair fight technique.

> One current fad among marriage counselors is to teach people how they can fight fairly. This is better than warfare. However true intimacy is seldom achieved by fair fighting...Intimacy among people is more likely found as people see the hurts lurking within their angers and share their hurt feelings with one another.

Tavris (15) has labeled the feedback techniques as advocated by Bach and his contemporaries as ventilationist theory. She considers that this approach "tends to raise the noise level, without lessening the problem. "She suggests that people who are the most likely to give vent to their rage and anger appear to become more angry, using this procedure, rather than becoming less angry."

Tavris (16) maintains :

> What is needed today is not the ungoverned gust of raw feelings...but a new civility that accomodates the expression of angry emotions.

Tavris (17) also dislikes the theory of latent hidden anger (slushfund) and considers that this theory is

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[14] Morton T. Kelsey, Adventure Inward, (Minneapolis, Minnesota: Augsburg Publishing House, 1980) p. 168

[15] Carol Tavris, Anger the Misunderstood Emotion, (New York: Simon and Shuster, 1982) p. 121

[16] Ibid., p. 119

[17] Ibid., p. 45

"...dangerous for the mental health of the participants as well as the social health of the community." She suggests that the ventilationists "get people to ventilating, fuming and fussing"...but do not help the person to realize what made them angry in the first place. Tavris considers that no amount of shouting or pillow pounding will help people to analyse and change their behavior.

In ancient Greece the concept of catharsis was developed. Catharsis or the ventilating of ones feelings was supposed to drain away tension and stress. Tavris (18) states that the main problem with catharsis is that, while it may lessen psychological arousal, it may also be helping a person to develop a cathartic habit. This habit does not assure that a person will be less angry in the future. It may, on the other hand, help reinforce the need for catharsis when a person is faced with a conflict. In Tavris' opinion the expressing of anger not only makes a person angrier, but it encourages an angry attitude and helps in the establishing of a hostile habit.

Tavris agrees with Ellis in the idea that often the best thing one can do about anger is nothing at all. If people, when they are angry, distract themselves until the anger cools, they will not only feel better but will have

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18Ibid., p. 172

avoided a shouting match. Keeping quiet gives a person time to cool down and to determine whether the matter is worth discussing or not.

Tavris (19) insists that the most successful methods, for helping people who are quick to rage accomplishes two things. One, how to analyze the reasons for their anger and two, how to reduce tension.

Anger is fomented, maintained and inflamed by the statements people make to themselves and to others when they are provoked. Once habits of expressing anger are changed, people can turn their attention to the problems they are having and try new methods of solving them. (20)

O'Connor (21) quotes Karen Horney as saying that it is easier to be angry than to look within for the vulnerable spot that has been hurt.

Ellis (21) maintains that:

> Almost any therapist can, of course bring out anger by inducing clients to go through painful physical exercises, to beat pillows, to remember horrible childhood incidents. How much of this anger represents unconscious or repressed hostility, and how much did the therapist presently incite ?

19Ibid., p. 147

20Ibid., p. 255

21O'Connor, Letters to Scattered Pilgrims, p. 39

22Ellis, How to Live With and Without Anger, p. 123

Ellis (23) suggests that people who utilize anger too often, develop an anger creating philosophy. He suggests the use of humor, especially the poking fun at oneself as an excellent technique in handling anger.

Dyer (24) maintains that"...expressing anger is healthier than keeping it bottled up inside..." He considers that there is still a healthier method that of not having any anger at all. He suggests that anger is the result of dysfunctional thinking. If people consider anger to be a part of the human response they have reason to accept it and avoid doing anything about it. Dyer states that the irony of anger is that it never works in changing others. It only intensifies the person's desire to control or to win over his opponent.

SPORTS AND PLAY USED FOR ANGER REDUCTION

Sports have been considered as a means of catharsis as well as a healthy release for anger.

Tavris (25) comments that anger and its catharsis continues in professional sports, because expected violence has become a part of the price of admission.

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[23] Ibid., p. 98

[24] Wayne W. Dyer, Your Erroneous Zones, (New York : Funk and Wagnalls Book Publishing, 1972 p. 219

[25] Tavris, Anger - The Misunderstood Emotion, p 176

Madow (26) states:

> Sports have been considered the approved social outlet for anger. A review of the history of the development of sports since ancient times show that most activities attended by crowds for entertainment included hostility and destruction: the Roman gladiator and medieval jousting tournament. As man became more civilized, open destruction of human beings was less acceptable. He then turned his destructive instincts to animals; bullfighting and sport and trophy hunting. Then came the advent of contact sports. In each of following sports aggression is highly valued; hockey, football, baseball, fencing, boxing and martial arts.

Madow (27) notes that childhood play serves a constructive outlet for accumulated anger. Children play games involving great hostility. In these games the player may be ostracised or even physically punished. Occasionally this hostile play gets out of control and a child gets hurt.

Children at the seashore were observed building elaborate sand castles. They spend many hours creating a castle and they will destroy their creation in a few seconds. " The childs reaction to the destruction is estatic, he probably enjoys the destructive activity as much or more as the construction."

However, the writer adds, what happens if another strange child, or one who has not been involved in the construction threatens to destroy the castle. Then the

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[26] Leo Madow, Anger - How to Recognise and Cope with It, (New York: Charles Scribners and Sons, 1972) p.44

[27] Ibid., p. 38

castle is to be defended at all costs and a fight may occur.

Hobbies also provide opportunities for the healthy release of aggression. Building things, hammering, sawing, gardening, weeding allows for deliberate destruction and has a positive value. In conclusion, the child has play, the adult has active sports, football, tennis, baseball and crafts to release aggression. Weightlifting, punching a bag, and jogging, walking and even board games such as checkers and chess provide healthy outlets for aggression.

TYPES OF ANGER THERAPY

Wolfgang and Glickman (28) classify therapies into three major schools of psychological thought; Non-Interventionalists, Interactionalists and Interventionalists.

The Non-Interventionalists believe that in certain instances that the best form of action in handling a conflict situation is no action at all. They will utilize non directive statements and questions on given occasions. Thomas Gordon, author of Teacher Effectiveness Training and Thomas Harris, author of I'm OK You're OK, a founder of Transactional Analysis, are given as examples of Non-Interventionalist therapists.

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[28] Charles Wolfgang and Charles Glickman, Solving Discipline Problems, (Boston: Allyn and Bacon, 1980) p. 12

A major tenet of the Non-Interventionalist might be; within every child is an inner rationality which is constantly striving to improve. Behavior is symptomatic of inner processes. Growth is facilitated in helping the child to discover and how to express these inner dynamics.

The Interactionalists take their position half way between the Interventionalists and the Non-Interventionalists. They use both non directive as well as directive statements and at times will use physical intervention and isolation in their therapies. Rudolf Dreikurs, author of Discipline Without Tears, and William Glasser, author of Schools Without Failure are classified as Interactionalists.

A main tenet of the interactionalists might be; the teacher should assume the role of a clarifier, set boundaries of behavior and enforce those boundaries. Development occurs from both within and without. Boundaries must be established and students must be made aware of self enhancing behaviors and defeating behaviors that may affect their functioning in society. A child is reinforced towards socializing behavior.

The Interventionalists utilize directive statements, modeling, reinforcement and physical intervention and isolation as methods in coping with conflict.

Saul Axelrod and Lloyd Homme, who represent the

Behavior Modification school, and James Dobson, author of Dare to Discipline are given as examples of the Interventionalist school.

A major tenet of the Interventionalists might be; The teacher takes command over the child's disruptive actions and makes immediate use of directive techniques to channel a child into constructive behavior. It is only with the implementation of a logical system of conditioning serving as reinforcement, that socialized behavior can be assured. (29)

Each of the schools has its own philosophy and method.

NON-INTERVENTIONALIST

Thomas Gordon, created TET (Teacher Effectiveness Training). This program was based on a school of thought that was first conceptualized by Carl Rogers. Rogers believes that, if a people are given empathic understanding, warmth and openness, they will choose what is best for themselves, and will become a fully functioning person. Rogerian theory maintains that each person is uniquely different, therefore, it is impossible for one person to make appropriate decisions for another person.

Gordon (30) basically agrees with Rogerian theory.

29Ibid., p. 15

30Thomas Gordon, Teacher Effectiveness Training, (New York: Peter Wyden Publishers, 1974) pp. 189 - 196

He advocates two methods of conflict management,authoritarian and permissive.

In discussing the advantages and disadvantages of the authoritarian mode, Gordon noted that this mode is quick, efficient and is an accepted strategy to be used in an emergency situation and in dealing with large groups of people. However, Gordon feels that authoritarian methods do produce resentment and may inhibit creativity and the growth of self responsibility and self direction on the part of the group. Authoritarian methods also encourage compliance and submission mainly out of fear and inhibits the development of cooperation and consideration for the needs of others. It also discourages the development of self discipline and self control and develops among the group a dependency upon the leadership.

The positive and negative consequences of the permissive mode include: Permissive behavior can quickly resolve conflicts. One just retreats from the behavior and gets out of the conflict by giving in. However the loser in such a conflict not only resents the winner but also comes to resent himself in his weakness and unwillingness to face aggression. The winner in winning, often becomes more selfish and lacks the abililty to cooperate and show consideration for others.

The passive or permissive mode does tend to develop more student creativity than the authoritarian mode, however it does not foster high productivity and high morale.

The winner of a conflict also finds himself having to resort to power repeatedly in order to maintain his position and to reinforce his leadership.

Gordon (31) maintains that both authoritarian and permissive- submissive modes are negative methods of handling conflict. He advocates the need for acceptance. Gordon (32) suggests that acceptance is truly and act of love; to feel accepted is to feel loved. He considers that psychology is just beginning to understand the need for love. Love can promote growth in body mind and spirit, and is probably the strongest therapeutic force we know in repairing psychological damage.

Wolfgang and Glickman (33) state that Thomas Harris a developer of Transactional Analysis, believes that all individuals need to feel adequate. He suggests that within each person are three states or forces, adult, parent and child. The adult is the thinking, reasoning part, the parent is the conscience and goal setter, while the child is the fun loving, feeling self.

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[31] Ibid., p. 190

[32] Ibid., p. 58

[33] Wolfgang and Glickman, Solving Discipline Problems, p. 23

If the adult state is allowed to develop, the young person will become a rational and wise person who will be understanding of other people and of himself. This person will be able to use the other states of parent and child, in a constructive manner. The adult force tests the roles and information of the parent. The adult also determines when the feelings of the child can be expressed. When there is little conflict between a person's parent, child and adult states, students have a lot of energy left to explore and creatively utilize their environment. Conversely an imbalance between the adult, parent and child states often results in inner conflict. This inner conflict may cause a person to act antisocially and become embroiled in peer conflict. (34)

Wolfgang and Glickman (35) noted several non verbal clues, that helps an observer determine which of the three inner states are in control of a person at a given minute.

1. The following clues suggest that the parent is in control; furrowed brow, tightly pursed lips, the pointing index finger, head wagging, the horrified look, foot tapping, hands on hips, arms folded across chest, wringing hands, tongue clucking, sighing, patting another on the head.

2. The following clues suggest that the child is in control; tears, pouting, temper tantrums, whining high pitched voice, shrugging shoulders, rolling

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34Ibid., p. 48

35Ibid., p. 49

or downcast eyes, teasing, delighted laughter, nailbiting, squirming and giggling.

3. The following clues suggest that the adult is in control; The face will not be blank or dull but will be alert. The face, eyes and body moves continually with short periods of non movement as the person listens closely to what is being said.

By understanding which inner state is in control, the therapist can decide on which mode they should be working with a student. The most productive counseling is accomplished in the adult mode. If the client is showing signs of being in the adult mode, a rational thinking approach can be utilized in counseling.

If the child state is in control in a conflict situation a spirit of rebellion may predominate. The therapist should most probably postpone any discussion of the problem as the client may be unable to profit from counseling until the anger episode has run its course. The therapist should especially avoid meeting anger with anger, (child-child) and being judgemental, (parent-child) during this time.

If a parent state is in control, the conscience may have caused a guilt reaction in a person. Again the adult approach should be consistantly applied to help the person deal with excessive guilt and to be able to arrive at an adult state.

Freed (36), another exponent of transactional analysis,

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[36] Alvyn M. Freed, T.A. for Teens, (Sacramento, Calif.: Jalmar Press, 1976) p. 38

developed the idea of the SAD fight. The three steps in a SAD fight are:

Sullen silence - mumble to self
Attack - blame, abuse, defend yourself, call names
Deceit - say one thing and mean another

Freed(37) also elaborated on the I'm OK You're OK theory of the transactional analysis school.

The term I'm OK You're OK means:

1. That you are adequate, in other words you are good enough to do the job.

2. To think that you are worthwhile and have worth to yourself and to other people.

3. You are important merely because you are a human being. Simply because you exist, because you have value to yourself and others. You are important.

OK people do make mistakes, but they also make an effort, not to make them more than once. They don't blame other people when in difficulty, they realize that they "goofed" and attempt to correct that kind of behavior in the future.

INTERACTIONALIST

Dreikurs (38) suggested that there were four principles of conflict management.

1. One can no longer resolve a conflict by either fighting or giving in. Fighting violates respect

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37Ibid., p. 23

38Rudolf Dreikurs, Bernice Brown Grunewald, Floy C. Pepper, Maintaining Sanity in the Classroom, (New York: Harper and Row Publishers, 1979) p. 193

for the other person as does giving in. In a democratic setting, conflicts need to be resolved by mutual respect.

2. In order to resolve a conflict, the issues that are contributing to the conflict must be pinpointed.

3. Any transactions between two people should be based on communication and cooperation. For example, when a fight is imminent, one party communicates his desire to fight and attempts to gain the cooperation of the other person, or there will be no fight.

Bolton (39) suggested six control methods that might be used to resolve a conflict.

1. Reflective listening - In which active listening is used.

2. Assertion Skills - The developing of an assertive philosophy is recommended.

3. Awareness of which behaviors are likely to start a needless conflict between one party and another, can avoid many confrontations. Certain words and actions tend to trigger specific people into conflict.

4. Dumping one's bucket of tension in such a manner to avoid filling anothers bucket is another way method of avoiding conflict.

5. By swearing and shouting at another person the shouter may release his tension, but most likely increases tension in the other person.

6. If a person shouts in his room alone, or spouts off to a willing neutral third party, or works off the hostile feelings through strenuous exercise and competitive athletics can drain excess tension.

39Robert Bolton, People Skills, Englewood Cliffs, New Jersey: Prentice Hall Inc., 1979) p. 211

Glasser (40) believes that the traditional clinical approach of working with disturbed patients is seriously deficient. He believes that Freudian and play therapy encouraged dependence. Glasser feels that the traditional approach of allowing people to give free vent to their personal emotions, with the psychoanalyst then giving interpretation and labels to the person's inner conflicts is inefficient and does not help clients to live in the real world. People who holistically behave in inappropriate ways are escaping reality. The traditional methods of therapy, according to Glasser, allows the client to rationalize and justify his irrational behavior. People must be led to acknowledge their behavior as being irresponsible and to take remedial action to make that behavior logical and responsible.

Glasser recommends, in working with children, that the child be confronted with his misdeed and be told to stop. He also advocates isolation, in the form of a time out room, as a method of allowing a child offender an opportunity to think over and write about his misdeeds (41). Glasser developed a form, to aid in the process of self examination. (See appendix II)

40William Glasser, Schools without Failure, (New York: Harper Row, 1969) p. 101

41Wolfgang and Glickman, Solving Discipline Problems, p. 108

Glasser (42) advocates another form of isolation for the repeating offender, suspension. He considers the time out room to be a form of inschool suspension. If the child misbehaves in a time out procedure, suspension is automatic . The student can return to school when a plan for improvement has been formulated and agreed upon.

At the writer's school, two types of suspension are used; suspension until parental conference, and a three to five day suspension. The writer feels that it is imperative to get the parents involved in cases where a student's behavior is out of control. The suspension until parental conference, gets the parent into school, or in contact by phone almost immediately. A student need not miss any school as the suspension is in force at the close of school, (3:30) and the majority of parents come in at eight am.,with their child, in order to have the matter settled before school starts. (8:30) If a student does not notify the parent of his suspension, and fails to give them his suspension form, the office calls the parents and discusses the suspension. Usually the need to resort to a call is to correct an irresponsible student,and results in an added penalty and possibly corporal punishment.

42Glasser, Schools Without Failure, p. 86

The three to five day suspension is usually used when other methods have failed. The home is notified, and the parent assigns extra chores to do in lieu of attending school. More than one child in our district, has come to the conclusion that attending school is much more enjoyable than three or five days working at home. One youngster spent his five days completely repainting the entire house. He didn't misbehave again!

In the event of a school fight, normally both parties are are suspended until a parent conference. The agitator of a fight, also recieves the same treatment.

INTERVENTIONALIST

Among the interventionalists we have the behavior modification people and James Dobson.

Behavior Modification theory suggests the use of time out procedure, in dealing with an aggressive student. this procedure is reinforced by the use of the contingency contract.

Spector (43) defines a contract as an "...agreement that explicitly describes what each person who is a party to the agreement will do." Contracts, used in our suspension program are written and are formally signed by the parent, the child

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[43] Patricia Jakubowski Spector, "Behavior Modification for School Personnel", Focus on Guidance Vol. 6 No. 6 Feb. 1974

and by the teacher or an administrator. The counselor usually assumes the responsibility for drawing up the contract. Dodson (44) suggests these guidelines in writing a contract.

1. The contract is a mutual agreement between two or more parties resulting from a negotiation process between them.
2. The negotiation process results in a commitment on both sides.
3. The commitment is written down.
4. The contract should be concrete and specific. All the actions specified in the contract should be observable and countable.
5. The contract should be positive in nature.
6. The contract should be fair.
7. The contract should be designed to be successful.
8. Both parties need to learn how to negotiate.

Most contracts work rather well; however, at times some of them do fail. Spector, (45) discusses the reasons for the failure of a contract.

1. The terms of the contract are too vague.
2. The contract may entail too much work for too little reinforcement.
3. The contract may only specify punishment for bad behavior instead of reinforcement for positive behavior.

44Fitzhugh Dodson, How to Discipline with Love - From Crib to College, (New York: Rawson Associates Publishers Inc. 1977) p. 33

45 Spector "Behavior Modification for School Personnel" Focus on Guidance Vol. 6 No. 6

4. The reinforcers in the contract may be too weak.

5. The reinforcers may be given too much in the future.

6. The student may not actually have the abililty to carry out the behavior as stipulated in the contract.

When a contract is drawn up for a child who exhibits aggressive behavior, it is important to remember that it may be renegotiated at any time, at the request of the parent, the child, or the school authorities. When a contract fails to work, minor adjustments and clarifications may be needed in order to remedy the problem that causes it to break down.

Dodson (46) suggests several payoff criteria.

1. Payoffs should always come after children have performed what they promised, never beforehand.

2. Payoffs should be as immediate as possible.

3. Payoffs should be patterned after a programmed book. Starting with easy tasks and moving to more difficult tasks.

4. Allow the freedom to grumble and gripe as long as the contract is fulfilled.

5. Avoid a contract that gives points for good behavior and loses points for bad behavior.

Behavior Modification supporters suggest the use of saturation in conflict reduction. (47)

46Dodson, How to Discipline with Love, p. 36

47Wolfgang and Glickman, Solving Discipline Problems, p. 133

They suggest that the child punch a pillow or a punching bag, until they are tired and achieve saturation. At first, the act of punching the bag seems to delight the child. However, as they continue, the procedure becomes tiresome and becomes negatively reinforcing. When the procedure has been completed, the child feels that he never wishes to strike out again.

James Dobson (48) is described by Wolfgang and Glickman as a firmly religious person who believes that Christian principles should be the guiding rules of working with children.

Dobson suggests that adults need to set very clear moral, ethical and behavioral standards for children. He also advocates that when these boundaries are violated that the offending child be firmly disciplined. He also advocates the use of corporal punishment in the case of a defiant child. He also feels that "...the Bible provides the key to God's value system for mankind ",in six principles.

1. Devotion to God
2. Love of Mankind
3. Respect for authority
4. Obedience to Divine Commandments
5. Self-discipline Self-control
6. Humbleness of spirit

48Ibid., p. 143

As was mentioned earlier, Dobson advocates the use of reasonable corporal punishment and considers that this procedure will prevent possible harm, as is found in child abuse. In Dobson's opinion, corporal punishment administered in a controlled manner defuses a situation that might get out of control.

In working with children, Dobson suggests that teachers and school personnel clearly set the standards of behavior and resulting consequences for fighting, conflict and misbehavior early in each school year.

Dobson believes firmly in the power of positive reinforcement, and considers it as being of paramount importance in working with children.

Dobson therefore, is an advocate of behavior modification. He writes about the use of all the various types and conditions under which behavior modification can be used. Dobson departs from the behaviorists in his stress on punishment. He considers punishment as an equally vital and perhaps more effective tool than any other possessed by school personnel. Dobson also advocates the use of isolation. He suggests that a student who is constantly acting out and is being a general nuisance, should be isolated from his peers. (49)

49Ibid., p. 148

Dobson believes that the adult must distinguish between intentional and unintentional behavior. The student who knowingly breaks a rule, should be confronted with the violation. When students choose to openly defy the command, they deserve to be punished.

The interventionalists believe that the teacher or administrator should have the power and control over the child's behavior. When a child challenges that power, the teacher should be in a position to utilize that power.

Dobson (50) lists several occasions where a child should be punished and several when they should not.

Conditions That Would Warrant Physical Punishment

1. Child talks back to adult after being told not to.
2. Child refuses to pick up or clean up when told to.
3. The child taunts the adult by telling other students that the adult is wrong and that they should listen to him.
4. The child knowingly lies to the adult and when confronted refuses to confess.

Conditions That Would Not Require Physical Punishment

1. When expressing their feelings - children should be able to express their feelings. It offers them a safety valve.
2. If a child is systematically expected to repress negative feelings,he cannot get these feelings out of his system to make room for positive feelings.

50Ibid., p. 150

3. A young child cannot discriminate and hold back only negative feelings without repressing positive feelings as well.
4. If a child is not allowed to express his negative feelings verbally, they will come out in some form of antisocial action.
5. Children who are not allowed to express their negative feelings, grow up to become adults who also cannot express their negative feelings.

OTHER THEORIES OF CONFLICT MANAGEMENT

Linn and Linn (51) have developed a five stage continuum or plan for resolving a conflict based on Elisabeth Kubler Ross's stages of dying. The Linn's who are Roman Catholic priests and specialists in conflict management advocate in their healing workshops, the healing of memories. In the following charts they compare Kubler Ross's stages of dying with the stages of the healing of memories, and the process of the healing of memories.

51Linn and Linn, Healing Life's Hurts, p. 11

STAGES	IN DYING	IN HEALING MEMORIES
Denial	I don't admit I will die.	I don't admit I was was hurt.
Anger	I blame others for letting death hurt and destroy me.	I blame others for hurting me.
Bargaining	I set my conditions to be fulfilled before I am ready to die.	I set up conditions where I am ready to forgive.
Depression	I blame myself for letting death destroy me.	I blame myself for letting hurt feelings hurt me.
Acceptance	I look forward to dying.	I look forward to growth from hurt.

PROCESS IN THE HEALING OF MEMORIES

Denial Stage	Anxiety decreases as fears are gradually pinpointed.
Anger Stage	Fears coming from outside factors decrease as anger is worked through.
Bargaining Stage	Fear and anger decrease as fewer conditions are set for forgiveness.
Depression Stage	Fears coming from factors within are dismissed as guilt is worked through.
Acceptance Stage	What made me fearful and anxious gradually becomes a gift. I am more open to growing from future anxiety, anger and guilt.

Linn and Linn emphasise that people move through the stages of forgiveness when they are loved enough by a significant person to accept themselves and when they share these feelings with this person.

Johnson and Johnson (52) presented five styles for managing conflict. He named these styles after members of the animal kingdom.

The Turtle (withdrawing)

> Turtles withdraw into their shells to avoid conflicts. They give up their personal goals relationships. They stay away from the issues over which the conflict is taking place and from the people they are in conflict with. Turtles believe it is hopeless to resolve conflicts. They feel helpless. They feel that it is easier to withdraw (physically or psychologically) from a conflict rather than to face it.

The Shark (attacking)

> Sharks try to overpower opponents by forcing them to accept their solution to the conflict. Their goals are highly important to them and the relationship is of minor importance. They seek to achieve their goals at all costs. They are not concerned with the needs of others. They do not care if other people like and accept them. Sharks assume that conflicts are settled by one person winning and the other person losing. They want to be the winner. Winning gives sharks a sense of pride and achievement. losing gives them a sense of weakness, inadequacy and failure. They try to win by attacking overpowering and intimidating other people.

52David W. Johnson and Frank P. Johnson, Joining Together - Group Therapy, Group Skills, (Englewood Cliffs, New Jersey: Prentice Hall Inc., 1982) pp. 204 - 205

The Teddy Bear (smoothing)

To Teddy Bears the relationship is of great importance while their own goals are of little importance. Teddy Bears want to be accepted and liked by other people. They think that conflict should be avoided in favor of harmony, and that conflicts cannot be discussed without damaging relationships. They are afraid if the conflict continues, someone will get hurt and that would ruin the relationship. Teddy Bears say "I'll give up my goals and let you have what you want in order for you to like me." Teddy Bears try to smooth over the conflict, out of fear of harming the relationship.

The Fox (compromising)

Foxes are moderately concerned with their own goals and relationship with other people. Foxes seek a compromise. They give up part of their goals and persuade the other person in a conflict to give up part of his goals. They seek a solution to conflicts in which both sides gain something. The middle ground between two extreme positions. They are willing to sacrifice part of their goals and relationships in order to find agreement for the common good.

The Owl (confronting)

Owls highly value their own goals and relationships. They view conflicts as problems to be solved and seek a solution that achieves both their goals and the goals of the other person. Owls see conflicts as a means of improving relationships by reducing tension between two people. They try to begin a discussion that identifies the conflict as a problem. By seeking solutions that satisfy both themselves and the other person, owls maintain the relationship. Owls are not satisfied until a solution is found that achieves their own goals and the other person's goals. ...They are not satisfied until the tensions and negative feelings have been fully resolved.

THE ASSERTIVENESS TRAINING MODEL - AGGRESSIVE BEHAVIOR

The assertiveness training model classifies human response to aggression into three categories, aggressive, non assertive and assertive. Blanco (53) gives us a description of aggression.

> Aggression is characterised by a disposition to attack, a self assertiveness and a domination which is at the expense of others...An inabililty to control aggressive impulses suggests social immaturity in older children. the child meets his environment head on and sometimes frightens adults and himself with his displays of power and boldness.

The origins of aggressive behavior are too complex and numerous to catalog. Aggressive behavior may have its roots in repressed anger, parental permissiveness, and or deficient management skills on the part of the home or school, in compensation for inadequacies in learning, or for a number of other causes.

In our current society, aggressive behavior is reinforced and is accepted as a common style of behavior. Boys are trained to believe that aggressive behavior equals masculine behavior and aggressiveness in the sports arena and in competition is valued by certain segments of society.

However, when a childs's aggression exceeds the limit that is prescribed by our current culture, ways are sought to

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53Ralph F Blanco, Prescriptions for Children with Learning and Adjustment Problems, (Springfield, Illinois: Charles C. Thomas Publisher, 1977 p. 29

curb and limit its force and effect.

Extreme aggression or violence disrupts the general democratic process and its use is not sanctioned in schools and in society. In this instance, aggression refers to unprovoked acts that inflict pain on another person. Physical aggression involves the use of violence such as hitting, pushing or kicking others; verbal aggression, includes namecalling, threats, bossing and teasing.

In using these techniques, aggressive children seek to further their own desires and rights, while denying other persons interests or rights. Many highly aggressive children in school reveal that they have turned off academically and utilize their school time by harassing others and by getting into trouble.

In schools, the extremes of aggression are officially forbidden, or is tolerated only to a degree. Aggression, both physical and verbal, disrupts learning, and confuses other students to the degree that all significant learning stops. (54) The writer has observed that, on a day where there has been a physical fight, the student body is so agitated, that the fight must take first precedence in their thinking priorities. At the middle school, it appears that every day someone is angry and is using verbal aggression,

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54Ibid., p. 30

if not resorting to violent physical confrontation. At certain times of the year the tension level is so high that fights break out sporadically all over campus.

Aggressive children tend to develop an impulsive pattern of response to conflict. They do not learn to think things through first than act, but are prone to act immediately and in a destructive manner. Being impulsive the child appears unable to be successful in long term projects or goals. They expect instant gratification of their needs and want what they want when they want it. They do not appear to be willing to or able to work now, at the present time, for a future goal. (55)

Aggressive behavior often results in a putdown of both parties. Recipients of aggression feel that their rights have been denied and as a result, feel hurt, defensive and humiliated. The aggressive person may achieve his immediate goals, but may generate in others, hatred and frustration which he may later recieve in the form of vengance. (56)

Often aggressive individuals would like to change their approach to one in which they could stand up for their rights

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55Curtis Booraem; John Flowers; Bernard Schwartz, Help your Children be Self Confident, (Englewood Cliffs, New Jersey: Prentice Hall Inc. 1978) p. 15

56Robert E Alberti and Michael Emmons, Assert Yourself Its Your Perfect Right, (San Luis Obispo California: Impact Publishers, 1974) p. 11

without hurting others. The aggressive person however finds it difficult to change approaches and tends to become locked into an aggressive approach. Aggressive children rely on physical and verbal violence may become so closed to other alternatives that they are unable to recognise when their behavior inflames the conflict rather than resolving it. The regular use of aggressive techniques, may lead to the habit of bullying. Bullying results in a destructive control over other children. At its worst, poor conflict management skills can arrest or delay a child's socio-emotional growth. Aggressive children do not use positive methods in resolving conflict not do they prepare for it. They appear to be repeatedly caught off guard, forcing them to use the same few limited strategies. (57) General aggressiveness is characterized by the ease with which one is triggered into an aggressive outburst. In extreme cases the aggressive person is so volatile that the slightest threat to his security can cause an immediate angry reaction.

Generally aggressive people are aggressive in almost every type of situation. They are extremely sensitive to criticism and often feel rejected. (58)

57Uvaldo Palomares and Ben Logan, A Curriculum in Conflict Management, (San Diego California: Human Development Training Institute, 1975) p. 2

58Alberti and Emmons, Assert Yourself Its Your Perfect Right, p22

Generally aggressive people, because their behavior is so effective, find that they have few friends. Their need for affection and acceptance are a great as anyone's, but they do not know how to assert themselves, to gain acceptance, or how to ask for affection. Because of prior abusive behavior, the aggressive persons attempts at reaching out for human contact usually ends in frustration. (59)

Lange (60) gives two reasons for aggressive behavior.

1. Powerlessness and Threat
   Aggression is often caused by a feeling that they vulnerable to an anticipated or actual attack by another person.

2. Prior Non Assertion
   Aggression can occur when people have been non-assertive for a period of time. The person's feelings and rights are violated and the resulting anger is stored. Finally the person feels justified in expressing these feelings and using aggressive techniques to stand up for their rights.

Bolton (61)lists several benefits of aggressive behavior

1. Aggressive people are likely to obtain the material needs and objects they desire.

2. Aggressive people tend to be able to protect themselves and their own life space.

3. Aggressive people seem to regain control their their own lives and the lives of others.

59Ibid., p. 22

60Arthur J. Lange and Patricia Jakobowski, Responsible Assertive Behavior, (Champaign Illinois: Research Press,1976 p. 10

61Bolton, People Skills, p. 132

Bolton also listed nine potential negative consequences of aggression.

1. One consequence of aggression is increased fear. Many people behave aggressively, not because they are strong, but because they feel weak. Their aggressive behavior tends to make enemies, and the resulting aggression makes them more vulnerable and fearful.

2. Aggression creates it own opposition and tends to foster its own destruction.

3. Aggressive behavior often leads to a loss of control. Control over other people's lives limit one's own freedom. When a person controls other people it takes energy to supervise them.

4. Guilt feelings come from an aggressors abuse of power and is another unpleasant outcome of aggression.

5. Aggression tends to dehumanize the aggressor.

6. Aggressiveness causes alienation from other people.

7. Aggression also undermines existing love. Ultimately, the person being dominated will experience alienation from the aggressor as a result of being controlled.

8. Aggression can also do serious injury to one's health. A number of illnesses have been traced to aggression.

9. Finally the negative consequences of aggressive behavior creates an unsafe society for everyone.

Palomares (62)states that some people believe that the rise of violence and aggressive behavior can act as a safety valve, a catharsis that actually lowers tension. However

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62Palomares, A Curriculum on Conflict Management, p. 2

research indicates that the opposite may be true. Violence seems to nurture violence, one violent act gives permission for an even more violent act. Even more important, violence tends to increase confusion in a conflict situation. It can cause people to take sides and polarize each side making communication impossible which results in increasing alienation. Children deal with conflict constantly, sometimes well, some times badly. Children, often, tend not to develop a body of successful strategies for future use. Unfortunately aggression is attractive because the immediate consequences of aggression are usually positive. Emotional release, a feeling of power and getting goals and needs accomplished tend to cause one to forget the negative consequences.

NON-ASSERTIVE BEHAVIOR

Non-Assertive behavior often produces feelings ranging from sympathy to outright contempt toward the passive person. Shy, timid or reserved people appear to be unable to assert their rights or act on their feelings in most circumstances. The non-assertive person avoids any action that might offend or disturb anyone. Some non-assertive people will actually accuse themselves of being non loving or non accepting at having the slightest thought that the other person is wrong. Non-Assertive people at times appear to go out of their way in order to let others to take advantage of him. (63)

Lange (64) lists six reasons why people act non-assertively.

1. Mistaking assertion for aggression.
2. Mistaking non-assertion for politeness and genuine consideration for others.
3. Failure to accept their personal rights.
4. Anxiety about negative consequences.
5. Mistaking non assertion for being helpful.
6. Deficient skills, not knowing how to utilize other techniques.

Alberti (65) suggests that there are times in which it might seem prudent to consider non-assertive skills.

1. In working with mentally unstable overly sensitive individuals.
2. To avoid redundancy. The person may have already remedied or is in the process of remedying the situation.
3. Being understanding of other problems.
4. When you are wrong.

63Alberti and Emmons, Assert Yourself Its Your Perfect Right, p. 19

64Lange, Responsible Assertive Behavior, p. 26

65Alberti and Emmons, Assert Yourself Its Your Perfect Right, p. 51

Bolton (66) notes that there are certain times in which submissive (non-assertive) behavior pays off.

1. Submissive behavior is appealing to many people because it is a method of avoiding conflict.
2. The person who behaves submissively also has the comfort and security of maintaining a familiar pattern of behavior.
3. Submission is a way of trying to purchase goodwill from others.
4. The submissive person carries a much smaller load of responsibility than the assertive or aggressive person.
5. Some submissive people appear tp be so helpless that other people take it upon themselves to look after and protect them.

People actually control others by the means of their submissive behavior. They can control others while avoiding conflict and responsibility.

Non-Assertive people are often protected by those whom they control. They rely on familiar behavior patterns and often are praised for their weakness.

If a non-assertive person becomes aggressive they may feel immediate guilt, shame and embarrassment after acting aggressively.

Phillips and Weiner (67) are concerned with the non-

66Bolton, People Skills, p. 130

67E. Lakin Phillips, Daniel N. Weiner, Discipline Achievement and Mental Health, (Englewood Cliffs, New Jersey: Prentice Hall Inc. 1972) p. 79

assertive child and suggest that they may need protection from active aggressive children. They suggest that the child who is either mistreated by the aggressive child or is led into antisocial or harmful behavior needs adult protection. Aggressive children need to have their behavior curbed and until brought under control, should be removed from the social scene of the school setting. Unless this is done the non-assertive sensitive child is likely to continue to be victimized by aggressive children. The child who leads other children to wrongful behavior must be identified and isolated so that he doesn't continue to spoil the school environment.

The more sensitive non-assertive child is often the victim of unfair play. These children are often the most immature socially and are in need of adult intervention. The adult should act to modify the aggressive child's attitudes and resulting behavior. The aggressors opportunities for harming a sensitive non-assertive child should be limited. The non-assertive child should be counseled and taught self protective assertive skills and behavior in order to cope more effectively with the aggressive child.

ASSERTIVE BEHAVIOR

Assertive behaviors are attempts to express ones feelings and needs clearly, forcefully and boldly. Assertive behaviors allow a person a person to maintain a position or defend their rights without interfering with the rights of others. (68)

Assertive behaviors tend to be self enhancing for the person and provide an honest expression of his feelings. The assertive person usually gets his goals met and has a good feeling about himself. (69)

Bolton (70) discusses several advantages of assertion. As was mentioned earlier, assertive people tend to like themselves. Assertive people also seem to develop fulfilling relationships. The use of assertive behavior greatly reduces a persons fear and anxiety. Recent research has proven conclusively that the use of assertive responses weakens anxiety and tension previously experienced in negative situations. One of the greatest benefits of assertive behavior is in enabling a person to live one's own life without fear and dominance by others. It also has been suggested that the use of assertive behavior, reduces the effect of somatic ailments. Headaches, asthma, gastric disorders and general fatigue conditions are improved through

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68Rodger Bybee and E. Gordon Gee, Violence Values and Justice in the Schools, (Boston: Allyn Bacon, 1982) p. 117

69Alberti and Emmons, Assert Yourself Its Your Perfect Right, p. 12

70Bolton, People Skills, p 136

the use of assertive behavior.

There, however, appears to be a price for those using assertive behavior. Bolton (71) suggests that:

> "...disruptions in one's life, the pain associated with honest and caring confrontation and the arduous personal struggle involved in altering one's own habitual behaviors for those persons who are changing from submissive or aggressive life styles..."

Bolton adds, "assertive people seriously attempt to be authentic in their relationships with others". Authenticity can lead to happy and joy filled personal relationships, however it can also lead to some conflict.

The person receiving an assertive message may become very defensive. It appears that they hear a distortion of what was said, thus triggering a hostile reaction. (72) This reaction may vary from a form of backbiting, grumbling, to open aggression in the form of yelling, screaming, bumping, shoving and hitting. the recipient may also try to make the other person feel guilty or exhibit psychosomatic reactions such as feeling faint, developing an upset stomach or a headache. They may even indulge in over apologising and may even seek revenge.

It is important that assertive skills be used in a responsible manner. Other people must be treated fairly

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71Ibid., p. 137

72Ibid., p. 161

and they should be encouraged to use assertive techniques. Assertive behavior involves the need for considerable skills in expressing their needs. It also is important for the assertive person to know when and when not to exercise their rights.

The writer believes that in order to cope with an aggression oriented society, a person needs to develop an assertive belief system. Lange (73) described this process and suggested several steps:

1. By standing up for oneselves and by letting ourselves be known to others, we gain self respect and a respect for other people.

2. By trying to live our lives in such a way that we never hurt anyone under any circumstances, we end up hurting ourselves and other people.

3. When ever we stand up for ourselves and express our honest feelings and thoughts in direct and appropriate ways, everyone usually benefits in the long run. Likewise when we demean other people we demean ourselves and everyone involved usually loses in the process.

4. By sacrificing our integrity and denying our personal feelings, relationships are usually damaged or prevented from developing.

5. Personal relationships become more authentic and satisfying when we share our honest reactions with other people and we do not block their sharing reactions with us.

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[73] Lange and Jakubowski, Responsible Assertive Behavior, p.56

6. Not letting others know what we think and feel is just as selfish as not attending to other peoples thoughts and feelings.

7. When we frequently sacrifice our rights we teach other people to take advantage of us.

8. By being assertive and telling other people how their behavior effects us, we are giving them an opportunity to change their behavior, and we are showing respect for their right to know where they stand with us.

In the event an assertive person is under attack by an aggressive person, Bolton (74) suggests that the assertive person respond firmly with the statement that she will not participate in any conversation in which the other person is abusive in his speech or manner. If this does not remedy the situation, and the aggressive person continues in his abuse, the assertive person uses selective attention.

In this strategy, the person ignores the abusive remarks, doesn't answer questions or attempt to refute charges. The assertive person avoids attacking the other person or allowing himself to be hooked into aggressive behavior.

Bolton also suggests that in the event of aggressive attack, the assertive person should avoid the use of eye contact, should not smile and should continue what she is doing. By carrying on this strategy the assertive person

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74Bolton, People Skills, p. 180

avoids rewarding the attacking aggressive person's actions. If the aggressor asks why you aren't talking, again repeat the message that you will not participate in a discussion in which the other person is abusive in speech or manner.

When the aggressive person cools down, and attempts to modify or curb his anger, then the assertive person should resume using the best listening skills, feedback and problem solving behavior.

CHAPTER FOUR

HANDLING SCHOOL CONFLICT AND VIOLENCE

The year 1974, the state Vermont, a young sixth grade student was seriously beaten by the principal for striking another student. The principal struck the student repeatedly knocking him from his seat and onto the floor. He then proceeded to kick the child in the abdomen and legs and pull his hair. The child suffered severe body bruises. (1)

From 1924 to 1978, the National Institute for Education conducted a survey "Violent Schools - Safe Schools". This study reported that school violence increased throughout the 1960s, leveled off in the 1970s, and appears to be declining slightly in the 1980s. (2)

> Eight percent of the nations schools report violence as a serious problem. The problem appears to be concentrated in the lower levels of secondary schools... the likelihood of serious crime is greater in urban areas. However the majority of schools with serious problems are in suburban and rural areas... At least 157,000 incidents occur in American schools in a typical month, of these only 50,000 are reported to the police.

1James H Wise Proceedings: "Conference on Corporal Punishment in the Schools", National Institute of Education ERIC Document Reproduction Service, Ed 144 185, 1977

2Rodger Bybee and E. Gordon Gee, Violence Values and Justice in the Schools, (Boston: Allyn Bacon, 1982) p. 2

These statistics indicate that each month over 100,000 serious school conflicts are resolved in some way by school personnel. (3)

Bybee also reports that theft of personal articles is the most common offense reported by students and teachers. Eleven percent or 2.4 million secondary students and twelve percent or 128,000 teachers report having had something stolen in a typical month.

Physical attacks account for one half of one percent or 282,000 secondary students. Also one half of one percent or 5,200 teachers are physically attacked each month. The attacks upon teachers tend to be more serious in nature than the attacks on students.

Robberies affect one half of one percent of 112,000 of students and also one half of one percent or 6,000 teachers each month.

The amounts of money taken is usually small and in these cases physical injury is rare.

Bybee (4) stated that in a senate sub committee report chaired by Birch Bayh that the schools were given an "A" in violence and vandalism. School related homicides increased by 18.5%; rapes and attempted rapes increased by 40.1%; Robberies increased 36.7%; Assaults on students increased 85.3%;

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[3] Ibid., p. 3

[4] Ibid., p. 104

Assaults on teachers increased by 77.4%; Drug and alcohol offenses on school property increased by 37.5%; Dropouts increased by 11.7%; And weapons confiscated increased by 54.4%.

Dobson (5) concluded that "school is a dangerous place for children with fragile egos." "For the slow child, the typical setting is unintentionally programmed to disassemble his self esteem bit by bit until nothing but broken pieces remain. The writer concurs, and suggests that with the violence in the schools today that there must be an effect on a child's self esteem.

In 1974 DeCecco and Richards (6) conducted a seven year study of over 8,500 students in New York City, Philadelphia and San Francisco. The purpose of this study was to determine the effect of the verbal expression of anger on the negotiation of conflict. Their findings indicated that both students and teachers avoided verbal expression of anger, as well as the open negotiation of conflict.

It was found that the ignoring of conflict did not make it go away. The avoidance and denial of conflict tended to make the schools angry places in which the students questioned

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5James Dobson, Hide or Seek - How to Build Self Esteem in Your Child, (Old Tappan, New Jersey: Fleming H Revell Company, 1979) p. 47

6.Eric Johnson, How to Live through Junior High, (New York: J.B. Lippencott Company, 1975) p. 229

every rule and committed acts of defiance that were frightening in their destructiveness.

Walker (7) disclosed that

> Children may learn negative and deviant patterns of behavior at school... Schools may unknowingly build and reinforce disruption in their student population. Negative behaviors that have been learned outside the school setting are brought to school and the student population is exposed to these behaviors. These negative behaviors are often as violent and infectious as physical disease, spreading and contaminating the school population.

It appears that a child's behavior patterns at school are the results of a complex interaction of what a child has been taught at home, the experience the child has had with teachers and school personnel, and the relationship between the children themselves.

Millman (8) observed that childhood aggression is a serious problem and frequently is the cause of referral to mental health centers. Follow up studies have indicated that the child who is involved in childhood aggression continues the pattern into adulthood. They manifest and

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[7] Hill M. Walker, The Acting Out Child, (Boston: Allyn and Bacon, 1979) p. 7

[8] Howard Millman; Charles E. Schaefer; Jeffery J. Cohen, Therapies for School Behavior Problems, (San Francisco: Jossey Bass Publishers, 1980) p. 423

exhibit a relatively high rate of anti social behavior and resulting problems in later life.

In a school setting, aggressive behavior can be particularly disturbing. Apart from disrupting the ongoing instructional program, aggressive acts by one child can lead to aggression by other children. Therefore, in order to maintain a positive school environment for learning and social development, school personnel must keep aggressive behavior at a low level.

As fighting is a common form of aggressive behavior it also must be kept at a minimum. It is the school's responsibility to try to teach and assist young people skills in getting along with one another. Students who often resort to fighting in order to solve their problems, are showing symptoms of deeper problems which, unless checked, tend toward bullying and gang or group action. Students must learn to curb aggressive tendencies and try to solve their differences in a more productive manner.

When a fight occurs, school personnel are obligated to separate students who are fighting, since a neutral passive position might be interpreted by parents as irresponsibility or even as approval of the aggression.

If one or both children are hurt, the school personnel might be held responsible.

In a recent article in the Arizona Republic, (9)

> The mother of a twelve year old boy is seeking 41.1 million dollars on behalf of her son claiming his back was broken when he was attacked repeatedly by other boys... The suit states that school officials promised that the boy would be protected after the first injury occurred, but that he was reinjured when he was shoved against a wall later by the same classmate that had injured him previously, and then was beaten by a different classmate in mid-March.

Karlin (10) recommends that school personnel never ignore a quarrel or a fight. If an argument isn't resolved, it may smoulder and break out at another occasion. If a child comes and reports an impending fight, school personnel should heed all warnings as they may be very important.

It is important to separate an aggressive hostile child from the group quickly. Any attempt to deal with the problem verbally while either of the parties are still angry will be ineffective. The separation of the students should be treated as a time to think rather than as a form of punishment. (11)

A cooling off period following blow ups is often highly desirable. School personnel should not attempt to assess blame or determine who is at fault during this time.

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[9] "Mom is Seeking $41.1 Million for Injuries to Son at School", Arizona Republic, April 30, 1983

[10] Muriel Shoenbrun Karlin and Regina Berger, Discipline and the Disruptive Child, (West Nyack, New York: Parker Publishing Company Inc. p. 106

[11] Ralph F. Blanco, Prescriptions for Children with Learning and Adjustment Problems, (Springfield, Illinois: Charles C. Thomas Publisher 1977 p. 48

When attempting to resolve the conflict, Karlin (12) suggests that several questions be considered in assessing the behavior of physically aggressive children.

1. Have these children been involved in other incidents?
2. Are these incidents frequent or rare?
3. Is either child prone to fighting ? Does he have a hot temper?
4. Does one or the other of the fighters, have difficulty expressing himself?
5. Is either of the children mentally slow? Does either have difficulty comprehending the rules?
6. Does either child have difficulty relating to other children, to adults?
7. Does either child have a history of frequent fights in previous classes?

Karlin advocates that school personnel discuss the fight with both parties as soon as each one has cooled off. Several facts should be brought out during this discussion. Each person is different and has his own personality, and this needs to be taken into consideration. There are many people who possess a hot temper; however, everyone has the task of learning to control it.

In the case of excessive fighting, school personnel should try to determine the particular reason for the fight,

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[12] Karlin and Berger, Discipline and the Disruptive Child p. 108

and try to remove the direct cause. They should ask the student to talk about his feelings, and try to discover other ways to solve the problem. Consequences for future fighting should be spelled out as well as the mode of punishment. School personnel should follow through systematically on future offenses. (13)

A boy's cruelty may stem from a desire to show he is masculine... the boy's maladaptive behavior may be a way of acting tough and may be an attempt to emulate male behavior as is expected in the family. Both parents should be contacted in this instance, and they should be encouraged to clearly voice their disapproval of his cruelty.

Karlin (14) informs us that in many schools parents are sent for immediately in the event of a fight. Parental help and cooperation is needed in regard to fighting. If the students know this is the policy, this can serve as a deterrent to fighting.

School personnel should inform the parents that continued fighting will not be tolerated at school and they should consider imposing some consequences if this behavior is continued.

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[13] Blanco, Prescriptions for Children with Learning and Adjustment Problems, p. 43

[14] Karlin and Berger, Discipline and the Disruptive Child p. 105

Some times it will be apparent that one parent is obviously deriving pleasure from their child's successes in fighting and in fact may be reinforcing and approving of this behavior. In this case, the school personnel may wish to consult with the school psychologist for possible referral for family counseling. Excessive externally directed aggression during school hours cannot be tolerated. This should be made known to the student in front of his parents during the conference. (15)

Occasionally an aggressive episode will result because one child accidentally bumps into another child or damages something that the other child is working upon. When this situation occurs, school personnel should help the children see that this occurance was an accident and no one can be blamed. (16)

At times even the best school can become a negative environment for a student. Booraem (17) observed that on a given day in school an average child may recieve from five to ten times as many negative statements as positive ones. These statements come from peers, teachers, administrators, bus

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15Blanco, Prescriptions for Children with Learning and Adjustment Problems, p.39

16Ibid., p. 35

17Curtis Booraem; John Flowers; Bernard Schwartz, Help your Children be Self Confident, (Englewood Cliffs, New Jersey: Prentice Hall Inc. 1978) p. 111

drivers and other school personnel. The buildup of the negative can be a major cause of school stress and this stress can lead to a highly charged atmosphere that is conducive to school fights.

While children are experienced in receiving negative statements and remarks, many children are at a loss and do not know how to handle a positive statement. School personnel should also help students to master the skills of responding to positive statements. If postive statements are not rewarded and reinforced, it is unlikely that they will be repeated. In a relationship where there is no positive feedback, people soon lose contact with each other. Children also need to be trained to effectively deal with the negative feedback and criticism that they encounter in their daily lives. They must realize that both positive and negative feedback is a part of an active and productive life.

Among young adolescents, negative input can range in intensity from minor teasing to physical attack where children may be seriously injured. (18) Children often jeer and harass each other and by adult standards, seem cruel to one another. In our schools so much of this behavior exists that only "...the sharpest adult eyes and ears are likely to see and

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18E. Lakin Phillips and Daniel N. Weiner, Discipline Achievement and Mental Health, (Englewood Cliffs, New Jersey: Prentice Hall Inc. 1972) p. 79

hear the little intrigues and the larger defeats and victories of child against child." (19)

Whether a conflict is a minor disagreement or a knockdown and drag out fight, the reason is always the same that the actions of one party are interfering with the needs of the other party.

Millman (20) noted that in social science research conducted over the past thirty years the following conclusions have been pinpointed:

1. Deviant interpersonal interactions of preschool children (social isolation and fighting) tend to persist through adulthood.

2. Poor social skills in childhood are associated with adjustment problems in later life such as juvenile delinquency, alcoholism, mental illness and criminal acts.

3. Children's evaluations of one another are more predictive of future adjustment, than are the ratings of adults or mental health professionals.

These findings again emphasize the crucial need for the learning of cooperative social skills among young adolescents.

Williams and Kroeger (21) observed that:

19Ibid., p. 78

20Millman; Schaefer; Cohen, Therapies for School Behavior Problems, p. 423

21Vivienne Williams and Joan M. Krager, "Positive School Learning Climates", (Center for Urban Education, Nebraska University: ERIC Document Reproduction Service, Ed 190 971 , 1980)

> At times when new groups of children are forced to coexist and must become acquainted with each as well as with a teacher new to them communication problems are multi dimensional. Such unsettling conditions are particularly typical of junior high school students and account for the high percentage of rebellious and disruptive behaviors associated with students of this age group.

Gordon (22) notes that many of the conflicts that are found in schools are caused by the diversity of the school population. School populations are a heterogenous collection of people, of all ages, all racial and ethnic backgrounds, all level of intellectual ability, and all degrees of social and emotional maturity.

Phillips and Weiner (23) maintain that another cause of school conflict is found among children who have not grown up emotionally. These children reportedly comprise from one half of one percent to possibly ten percent of the school population.

These children often feel badly about themselves and have a low self image. They harbor resentments and ill feelings towards others, and find it difficult to control, express or manage their feelings.

Another segment of our school population is made up

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[22] Thomas Gordon, Teacher Effectiveness Training, (New York: Peter Wyden Publishers, 1974) p. 247

[23] Phillips and Weiner, Discipline, Achievement and Mental Health, p. 96

of students who have been adjudicated by the courts as juvenile delinquents. In any given year, in our schools we have students who have gotten into difficulty with the law, have spent time in a juvenile detention facility, and come to the public school to receive an education.

Many of these students act as if they are proud of their criminal activity and are most vocal about their exploits. Outright delinquents will tell all who will listen, about their conduct, problems, troubles with the law, and that they want the school authorities to leave them alone. These students feel constraint everywhere, and that any consequences imposed for their misdeeds as being unfair. They usually blame others for their plight and take little or no responsibility for their actions. When these students are interviewed, they speak almost entirely of things that other people have done to them and of the freedom they demand.

Delinquent adolescents often find a following among the less secure members of the school population. Their influence does cause other students to get into trouble at school and in the community. (24)

Jessup and Riley (25) considered that the most difficult

24Ibid., p. 92

25Michael Jessup and Margaret Riley, Discipline - Positive Attitudes for Learning, (Englewood Cliffs, New Jersey: Prentice Hall Inc. 1971) p. 72

thing for a student to learn was, in todays jargon, "to keep his cool" when he is angry with his friends, a teacher, his parents or life problems. Because middle school students are relatively immature, they find themselves incapable or unwilling to control their anger. The angry child comes into the room like a lighted fuse and waits for another student or the teacher to make just one wrong move. This move will depress the trigger thus releasing the pent up emotions in a wild explosion.

FRIENDLY FIGHTING - HORSEPLAY

Dreikurs (26) noted that there are several kinds of fighting. There is what may be termed friendly fighting, which does no harm unless it progresses to a more violent conflict. This type of fighting- horseplay is mostly for attention. Dreikurs notes that teasing, roughhousing, and horseplay are examples of friendly fighting.

Stradling and Aspinwall (27) observed that over aggressiveness and boisterousness are typical actions of many middle school students. Such actions are not usually meant to hurt others however the exuberance of the young adolescent may cause physical injury to others.

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[26] Rudolf Dreikurs, Psychology in the Classroom, (New York: Harper and Row Publishers, 1968) p. 234

[27] William E. Stradling and Richard Aspinwall, Discipline in the Junior High - Middle School, (New York; The Center for Applied Research in Education, 1975) p. 77

Children who are repeatedly involved in incidents involving horseplay should be confonted firmly and assisted through counseling to modify their behavior. Rough play is acceptable providing both parties like to play in the same manner.

TEASING

Stradling and Aspinwall (28) suggest that most people enjoy being teased up to a certain point because in teasing there is humor. However, when teasing becomes abusive, people will normally react with anger and hostility. The middle school child is caught in a point of transition as far as teasing is concerned. As a young child, he was subject to teasing from both adults and other children. As a young adolescent, he now desires to "dish some of it out" to his friends. As this experience is generally new, he often does not know how far to go and when to quit.

There are some children who become easily offended by teasing. This child faces a special brand of abuse from his peers. They usually react by taking offense by becoming more abusive and may escalate from harmless teasing to vicious attack. When this happens, tempers flare on both sides and things often get out of control.

In working with the sensitive youngster, the counselor can discuss why people tease, and explain that teasing is not

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28Stradling and Aspinwall, Discipline in the Junior High Middle School, p. 78

necessarily negative in nature, and may be actually an overture that indicates a desire for friendship. It is important for children to learn the limits that should be placed on teasing so that people are not abused by it. The hypersensitive child should be made aware of the following: (29)

1. If they always react negatively, more teasing may result.
2. It is often possible to stop a person from teasing by teasing gently in return.
3. As long as the teasing is not abusive, it is possible to enjoy the attention it brings.
4. If teasing becomes abusive, an adult should be consulted so that the person.doing the teasing will be brought into line and develop an understanding what appropriate teasing is.

POWER AND REVENGE SEEKING

Dreikurs (30) suggests that fighting could be a means of seeking power or revenge. Some children fight because the situation or life itself seems unfair. For many fighting is the only method in resolving a conflict. Some children prefer anger and fighting and its message, "nobody is going to push me around", rather than settling conflicts without fighting, or giving in.

29Ibid., p. 78

30Rudolf Dreikurs; Bernice Brown Grunewald; Floy C. Pepper, Maintaining Sanity in the Classroom, (New York :Harper and Row Publishers, 1971) p. 230

CAUSES OF FIGHTS - CONFLICTS OF INTEREST

Johnson and Johnson (31) suggests that conflicts of interest are caused by:

1. Differences in the needs, values and goals of the parties involved.
2. When there is a scarcity of resources such as power, influence, money, time, space, popularity or position.
3. When there is rivalry between members of a group based on different interests.

BULLYING

Stradling and Aspinwall (32) observe that every school has its bullies. The majority of such students do not become bullies overnight. Much of their behavior is due to problems that originate in their homelife. Some factors that lead to bullying are:

1. The manner in which they are treated by their parents, (if abused they tend to abuse).
2. Physical size, whether small or large, seems to be a factor in aggression.
3. A feeling of insecurity. Often the bully is actually a very insecure person. The bullying behavior is often used to mask inner insecurity.

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[31] David W. Johnson and Frank P. Johnson, Joining Together - Group Therapy, Group Skills, (Englewood Cliffs, New Jersey: Prentice Hall Inc. 1982) p. 280

[32] Stradling and Aspinwall, Discipline in the Junior High Middle School, p. 55

When the counselor or teacher observes that a student is developing the characteristics of a bullying behavior, he should immediately bring the fact to the student's attention. It should be made clear to all parties that bullying will not be tolerated because of the intimidation factor towards other students. If bullying is not stopped in its early stages it can rapidly escalate to where a student becomes a practiced extortioner thief or exhibit some other form of antisocial behavior. Bullies also tend to develop gangs, for in group action, there is more strength. A gang operating within a school setting can create real fear.

THE CHILD WHO MUST BE FIRST

Dreikurs (33) observed that the child who always must be first, is involved in a subtle form of fighting that is seldom recognised by adults. An example of this is found where one child is good in order to show others how bad the another child is in comparison. The writer has also observed another variation of this behavior in the child who must always be first in the cafeteria line or bus line and will fight for that position.

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[33] Dreikurs; Grunewald; Pepper, Maintaining Sanity in the Classroom, p. 237

RUDENESS

Stradling and Aspinwall (34) remarked that the child who is rude to the other students soon realizes that she is being left alone. She is generally more aware of her loneliness than she is of the reasons behind it. As a result of this social isolation the child tends to react in an even more negative manner in an attempt to get even with her rejectors.

STEALING

Dreikurs (35) maintains that stealing serves as an attempt to catch up to a stronger person. Often stealing is done for excitement and for the satisfaction of getting the better of someone. The child's goal appears to be that of superiority and power.

GOSSIPING, RUMOR-MONGERING

Stradling and Aspinwall (36) relate that every school has its gossips and rumor-mongers. They enjoy starting rumors and creating make believe situations about students which are aimed at hurting a person's character. Rumor mongering is an excellent technique for upsetting people. Most rumors have a thread of truth in them . the person who tends to be a gossip relishes such information and spreads

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[34] Stradling and Aspinwall, Discipline in the Junior High Middle School, p. 72

[35] Dreikurs, Maintaining Sanity in the Classroom, p. 248

[36] Stradling and Aspinwall, Discipline in the Junior High Middle School, p. 84

the rumor.

In dealing with the gossip and rumor monger, the counselor or teacher needs to talk with the person who made the original statements and warn them about their actions. The usual reply to such a confrontation is "but I didn't mean it."

Rubin (37) notes that "gossip much like envy and jealousy exacts its corrosive toll on the easy talker and his relationships. People, especially healthy ones, do not become endeared to gossips.

JEALOUSY

Dreikurs (38) suggests that jealousy is closely related the need for excelling. The jealous child feels inferior to other students, especially to the successful ones who often get recognition and attention. In comparing himself with the successful academic and social achievers the jealous child feels unable to measure up to them. Jealousy may result in fighting and punishing those he considers superior.

HYPERSENSITIVITY

Some children express hostility in their display of hypersensitivity. They react negatively to any situation in

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[37] Theodore Isaac Rubin, The Angry Book, (New York Collier Books, 1969) p. 127

[38] Dreikurs; Grunewald; Pepper, Maintaining Sanity in the Classroom, p. 234

which they feel slighted or criticised. In situations where they cannot dominate, they may express their hostility through silent withdrawal, crying, using the hurt look technique etc.

Dreikurs (39) notes that children must learn to contend with hostile forces, and on occasion to deal with aggressive hostile and angry opponents. Dreikurs considers that it is important that children learn how to reach agreement to settle differences with their friends and peer group without fighting.

TRUTH TELLING

Roucek (40) suggests that some people use telling the truth as a poison. They look for, and use particular truths, that when exposed or related will hurt. Some times these truths are associated with bad memories, past mistakes, fears and hurts. When the truth teller runs out of these she will distort, exaggerate and lie. Truth for this person is a coverup for intense hostility.

POISON PEN WRITER

Rubin (41) describes another type of angry person, the poison pen writer. This person has no desire to communicate

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[39] Rudolf Dreikurs, The Challenge of Child Training - A Parent's Guide, (New York: Hawthorn Books Inc. Publishers, 1974) p. 16

[40] Rubin, The Angry Book, p. 131

[41] Ibid., p. 121

and to relate to the person she is writing to. She only wants to hurt and destroy, to gain revenge. Her goals differ from those who desire to communicate healthy anger. She is not interested in clearing the air or in improving a relationship. Her purpose is to maintain his bad feelings and to create bad feelings in others.

HIT AND RUNNER

Rubin (42) states that the hit and runner does what the name implies. After making sure he can run, he hits with a twisted angry remark and then runs before the victim has a chance to respond.

NICKNAMES AND NAMECALLING

Dobson (43) writes that children are highly skilled in composing nicknames. These names are seldom intentionally vicious, but their impact is often devastating. They are usually derived from the victims primary physical flaw, spotlighting an emphasising the feature he would most like to hide. The boy with protruding teeth, Bucky Beaver; the plump boy is Porker; the hairy girl is Shag; the skinny girl Bird Legs. The tiny boy is Runt, or Peewee or Peanut.

42Ibid., p. 122

43Dobson, Hide or Seek - How to Build Self Esteem, p. 30

Bybee (44) maintains that school conflicts that must be resolved almost always require the assistance of a third party. The third party may help by including and identifying and clarifying the issues of conflict, providing a neutral setting for the conflict resolution process, suggesting possible solutions, and facilitating an agreement between the conflicting parties. The school counselor is in the ideal position to assume the role of a third party. The counselor's skills in listening and communication and sense of a helping relationship, are all assets that suggest that this person act as a third party.

Bybee (45) in his book Violence Values and Justice in the Schools, discusses the work of two counselors Al Roark and Al Main. They have developed a model for conflict reduction that uses the school counselor to mediate the resolution process. They call their program "A Consensus Model of Conflict Resolution."

Prior to starting the conflict resolution process, the counselor establishes an attitude that each party wishes to reach an agreement that is acceptable to all parties involved that does not result in a win-lose situation. Each party will have to concede as well as gain concessions during the

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44Bybee and Gee, Violence Values and Justice in the Schools, p. 207

45Ibid., p. 202

process. The counselor acts as a mediator who takes a neutral position and enables both parties to go through the conflict reduction process. This model utilizes a five step conflict resolution strategy.

1. Parties describe the conflict situation. During this stage the counselor can determine the perceptions each person has of the conflict situation. The first step requires that the descriptions be in cognitive terms. Emotions and feelings are expressed in the next step. Each party to the conflict must understand how the other party perceives the situation.

2. Parties describe their feelings and meanings. While parties describe what the conflict situation means to them, and express their feelings, the counselor clarifies the perceptions of each party. Before proceeding on to the next step, the needs of each party must be identified.

3. Parties describe a desired situation. The actual situation has been expressed in steps one and two. Now each party outlines a desired solution if the conflict is to be solved.

4. Parties describe necessary changes to be made.

5. Parties establish an agenda. All parties should contribute to an agenda implementing the change in which they have agreed. Generally this step is not hard since most of the items for the plan have been clarified. Still, it is important to specify who will do what and when it will be done. The counselor also can include checkpoints and processes to be used if the plan is not complete.

Mamchak and Mamchak (46) also present a five step plan for dealing with an emotional outburst.

1. If at possible don't handle the outburst immediately. If the child is that emotional, nothing that you say at that moment is going to mean anything.

2. After time has passed, seek the causes of the outburst. Getting the child to write down what happened has a remarkably calming effect on the child and also draws his attention to the specific incident and requires him to give reasons for his behavior.

3. Seek the advice of the child. He is asked to assign his own punishment in such a way that it is not punishment, but a logical outgrowth of his actions. He is also asked to think of ways to prevent the outburst from occurring in the future. This is all calculated to convince the child of the seriousness of what he has done. If this problem is not attended to these outbursts become an extremely dangerous habit.

4. Document everything : Starting with the first incident make a separate file.

5. Follow up : There must be a followup aimed ap preventing further outbursts.

The Mamchaks (47) suggest that after the types of deviant behavior have been noted, that the frequency and under what circumstances that this behavior is exhibited should be noted.

46Mamchak and Mamchak, The New Psychology of Classroom Discipline and Control, (West Nyack, New York: Parker Publishing Co. 1981) p. 123

47 Ibid., p. 151

In the case of the habitual fighter, observe and record the incidents that perpetuated the fight and try to determine why the fight occurred. Did the child tease a classmate to the point where the classmate had to strike out? Did the child hit a classmate because the classmate said something to which the child overreacted. When this analysis is completed the counselor should have a good idea of the circumstances that caused the misbehavior to take place.

The practice of allowing two boys to fight it out in a boxing match under supervision is not recommended, and is considered by psychologists to be very unwise. This is a very real danger that one of the children may become seriously injured and a lawsuit may follow. In the second place, the practice does not channel aggression, it enhances it, and provokes more and may later escalate into possibly further reprisals. Thirdly the boys may learn TV style that problems are best solved through the use of physical aggression rather than using verbal reasoning, and that might makes right. (48)

In Blanco's book, Prescriptions for Children with Learning and Adjustment Problems, a contributing psychologist stresses that:

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[48] Blanco, Prescriptions for Children with Learning and Adjustment Problems, p. 52

> Under no circumstances, except self-defense should a school teacher physically discipline, abuse, hit, pinch, kick, strike, spank or injure a child who has been physically abusive to other children. This does not teach the child to control himself but merely serves as a lesson that teachers can be as hurtful as he has been. The problem with strong punishment is that it produces more anger in the child and he is more likely to discharge his anger especially since it has been modeled for him by the teacher. Punishment provokes counter aggression. (49)

If corporal punishment is never to be used in a fight situation, alternatives are needed. Suspension appears to be the logical procedure. If suspension is to be effective in breaking the power struggle- revenge cycle that so many fights appear to have in common, it should be immediate. (50)

However, the step of sending a student home for the remainder of the day requires some forethought and planning. Parental cooperation is needed and someone should be at home to supervise the student. Suspension should not be considered as a means of punishment and retaliation, but as an opportunity for the angry child to cool down and to review the situation. The student and parent should come to school the next day so that there will be a full understanding of all parties of the conditions for readmission.

In the event that a student has gotten out of control, and continues to fight after being suspended, a systematic

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[49] Ibid., p.63

[50] Bybee and Gee, Violence Values and Justice in the Schools, p.203

suspension program may be instituted.

Systematic suspension is intended to bring to a halt the child's disturbing behavior and the peer reinforcement that it gets. In the case of a fight, the immediate suspension of the offending parties may to help offset the negative attention and increased prestige that the fighter receives from certain segments of the school population.

Systematic suspension also dramatically demonstrates to the fighter what the consequences of an aggressive attack are. It also indicates what the loss of normal contact means. The consequence of systematic suspension, places the responsibility for the non violent means of settling conflicts directly upon the child's shoulders. It also assists children in bringing about control through showing him how acceptable and unacceptable behavior earn different consequences. (51)

In the event that violently aggressive children cannot and are unable to function in a public school setting, the school psychologist should refer them for psychiatric evaluation.

This step is needed in order to provide the school board with the needed information in order to rule on the possible

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51Phillips and Weiner, Discipline Achievement and Mental Health, p. 84

exclusion of a child from a public school setting. Some children may need a residential placement program in order to avoid a psychiatric break. (52)

Phillips and Weiner (53) cautions against the practice of warning a student repeatedly to stop fighting. They feel that the repeated warning of a child may be detrimental. School personnel who warn too often, with out taking some form of action, often lose the respect of the offending student. The student in repeatedly violating the rule on fighting, accumulates victory after victory over school authority. The habit of fighting is strengthened and the deterrent factor lessens.

Bybee (54) suggests that the key to a successful school discipline policy is a consistant school administration. According to the safe school data, the school principal plays an important role in the reduction of school violence and fighting.

Bybee (55) suggests that conflicts should be handled as

52Blanco, Prescriptions for Children with Learning and Adjustment Problems, p. 34

53Phillips and Weiner, Discipline Achievement and Mental Health, p.53

54Bybee and Gee, Violence Values and Justice in the Schools, p. 6

55Ibid., p. 203

learning experiences. What is learned from the experience depends on how the conflict is resolved. Any one incident may have but small impact, but the accumulation of many lessons conveys important concepts. Learning how to effectively resolve conflicts should be an educational goal. The importance of this goal as compared to the traditional educational goals should increase, as the frequency and intensity of disruptive behavior decreases. The greater majority of school conflicts are easily resolved. The first goal for school personnel is to negotiate a just resolution to any conflict.

Educators, parents and psychologists enter the world of children in order to offer direction to the course of their development. If they do not provide direction, they are failing in their assignment. Offering direction means interceding in children's behavior, altering their course and guiding them according to specific standards.

Gordon (56) observed that the feelings and moods of young adolescents are constantly shifting. They tend to exist only for the moment. The counselor, in working with a student assists them in moving from one momentary feeling to another momentary feeling. This too shall pass applies accurately to most human feelings. The law of change says that things do

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56Gordon, Teacher Effectiveness Training, p. 26

not stay the same. If they don't get better, they get worse. If human relations do not become stronger, they become weaker. If they do not become closer, they will become more distant.

Bolton (57) noted that the child will change in his social behavior as he matures psychologically. Some kind of change is inevitable, and if students do not experience counseling intervention, they would change anyway. They would most probably move more toward some kind of maturity however not necessarily the one desired by society or the school.

Dreikurs (58 observed that "children are keen observers but rotten interpreters." When they arrive at early adolescence, their powers of observation are still keen, but their interpretations have already formed a pattern. The impact of hidden communication is a powerful influence and they are no more likely to feel free to question something that they do not understand. Asking a child why he does something wrong is of little value. The usual answer is "I don't know", which in most cases is the truth. It is the counselor's responsibility to help the child or young adolescent to understand himself and to interpret correctly

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57Robert Bolton, People Skills. (Englewood Cliffs, New Jersey: Prentice Hall Inc., 1979) p. 11

58Shirley Gould, Teen Agers the Continuing Challenge, (New York: Hawthorn Books Inc. Publishers, 1977) p. 59

the world around him. Dreikurs (59) firmly believed that behind every action or behavior is a reason which the child may or may not know. He stated that no one is completely aware of why they behave as they do, as only a few of out intentions reach the conscious level.

CONFLICT COMMUNICATION AND LISTENING SKILLS

In observing children in their communication patterns, Dinkmeyer (60) suggests that "The child's words are not the true message, they are merely his individual way of communicating his feelings."

Bolton (61) discusses the role of listening and distinguishes between hearing and listening. He notes that the word listen has its roots in two Anglo Saxon words, _hlystan_, hearing and _hlosnian_, to wait with suspense. Therefore listening is a combination of hearing what the other person says and a suspenseful waiting, an intense psychological involvement with the other.

Dreikurs (62) suggested that it is important to know when to talk with children about a problem. Talking is

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[59] Dreikurs, Grunewald, Pepper, _Maintaining Sanity in the Classroom_, p. 43

[60] Don Dinkmeyer and Gary D. Mc Kay, _Raising a Responsible Child_, (New York: Simon and Shuster, 1982) p. 69

[61] Bolton, _People Skills_, p. 32

[62] Rudolf Dreikurs with Vicki Stoltz, _Children the Challenge_, (New York: Hawthorn Books Inc. Publishers, 1964) p. 45

worthwhile only if the child is in a receptive mood for listening. It seldom is productive to talk with a child immediately after he has done something wrong, because he will probably be rebellious or downcast.

Gordon (63) noted that children on initiating a conversation rarely start out to share what is really bothering them. They begin talking about something superficial. This preliminary conversation is referred to as the presenting problem. Unless the counselor is careful to listen and reflect, children will not normally progress to the deeper problem which is the one that is really bothering them.

It is important for the counselor to use active and passive listening skills in working with children. Active listening is opposed to passive listening (silence), involves interaction with children, utilizing feedback which serves as proof that the listener understood what was said. Children may find it difficult to talk about what is bothering them if the counselor is doing most of the talking.

There is a time to use passive listening in working with a child. Passive listening carries a strong non-verbal message that conveys to children that the listener wants to hear what they are feeling, and that those feelings are

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63Gordon, Teacher Effectiveness Training, p. 58

accepted. It also conveys that the listener is willing to allow children to decide what they want to share, and that they are in charge of their problem.

Gordon (64) Provides ten reasons for active listening

1. Feelings get dissipated.
2. Feelings become friendlier.
3. A deeper feeling of caring is transmitted.
4. Children will start listening to the counselor.
5. Children will become more responsible.
6. The listener will begin to trust the child.
7. The listener will become more accepting of the child.
8. The listener will enjoy being a helper.
9. The child will continue to become a separate person.
10. The listener doesn"t have to be a super therapist in order to help a child.

Gordon (65) suggests that listening to another person carefully and accurately involves a very intense rapt attention. Something happens inside children when they feel that someone cares enough about them to really listen. They feel accepted as real people who on occasion hurt, are frightened, disappointed, sad and lonely.

64Ibid., p. 52

65Ibid., p. 89

Ginott (66) observed that children's strong feelings tend to diminish in intensity and lose their "sharp edges" when a listener accepts the child"s feelings with understanding.

Dinkmeyer (67) also advocates the use of reflective or active listening when a child has a problem. He, however, cautions that if reflective listening is overused, it provides excessive attention and may serve to reinforce a child's negative behavior. If the child shows no indication of solving a problem, it may be that the child is using the problem just to gain attention. In working with children Dreikurs (68) observed what he referred to as the recognition reflex. He described the recognition reflex as "...a roguish smile and a particular twinkle of the eyes." He noted that the recognition reflex could be observed in almost all children "...if a correct disclosure is given in the appropriate fashion and at the proper time." Dreikurs noted that there were only two types of children that a recognition reflex could not be obtained. One type represented the "poker faced" children who basically distrust everyone and are

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66Haim Ginott, Between Parent and Teenager, New York : The Macmillan Company, 1969) p. 65

67Dinkmeyer and Mc Kay, Raising a Responsible Child, p. 85

68Dreikurs, Psychology in the Classroom, p. 56

unwilling to let anyone know what is going on inside them. The other type are the children who respond to everything with a silly embarrassed grin to every thing they are told. Both of these types of children are experts in covering up. Dreikurs (69) also noted that it takes a sincere and trusting relationship before children will respond to a therapists statement with a recognition reflex. In working with children in defining non productive behavior, Dreikurs (70) observed that after children responded with a recognition reflex, the non productive behavior appeared to be no longer useful, once the purpose of the behavior was recognized.

Bolton (71) quoted Carl Rogers, as saying that the main task of psychotherapy is in dealing with failure in communication. Deficient communication can affect a person's physical health. Constructive or destructive dialogue, influences body functions.

La Haye (72) discusses several techniques that people use in destroying communication.

1. Explosion - A very effective tool for self defense and

69Ibid., p. 56

70Dreikurs, The Challenge of Child Training - A Parent's Guide, (New York: Hawthorne Books, 1972) p. 34

71Bolton, People Skills , p. 72

72Tim La Haye, Spirit Controlled Family Living, Old Tappan, New Jersey: Fleming H. Revell Company, 1978) p. 169

the one most commonly used at home is the angry explosion. An explosion causes others to develop an argumentative spirit which hinders efforts at resolution. An explosion teaches that we have a limit to how far we are willing to be pushed. When we explode, we cut off all communication in that area.

2. Tears - Next to an explosion, and often as a result of it, tears are the most popular weapons to defend ourselves.

3. Criticism - It takes an extremely mature person to accept disagreement, criticism or opposition without being defensive. The natural reaction is to criticize the other person. Some people have learned to keep an adversary off balance through the use of criticism. This forces the adversary to avoid bringing up anything unpleasant or disagreeable.

4. Silence - The introverted personality has found that silence can be used effectively in avoiding the unpleasant. The use of silence in order to avoid an argument can be most aggravating to the person it is used upon. Silence and inattention however are advocated for use by an assertive person when under aggressive attack.

5. Endless Chatter - Some people appear to be unable to take silence. It appears that they use excessive verbalism in order to avoid a confrontation. Usually the use of

excessive verbalism signifies an extremely insecure person.

THE USE OF POWER IN AGGRESSIVE RELATIONSHIPS

Hill Walker (73) discusses the nature of the use of power in a conflict.

> The acting out child's relationship with peers are frequently characterized by angry hostile social exchanges of a verbal and physical nature. If the acting out child is sufficiently powerful, he may be able to intimidate his peers and force them to submit, which often causes them to avoid direct social or personal contact whenever possible. If such is not the case, the acting out child's relationship with them may be simply antagonistic and characterized by mutual hostility.

There appears to be close relationship between power and conflict. Johnson (74) studied the effects of conflicts in group situations. Many of his observations also hold true for young adolescent peer groups.

The use of power is often present in young adolescent peer groups. If a group member (leader) wants the group to do something and he has the power to make them do it there is no conflict. However, if a person wants the other group members to do something that they do not want to do and if he doesn't have enough power to overcome their unwillingness, a state of conflict exists. If a leader is successful in influencing the group, the conflict is usually resolved. If the leader is unsuccessful in influencing the group, the conflict may

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73Walker, The Acting Out Child, p. 7

74Johnson and Johnson, Joining Together , p. 303

increase in intensity.

Among young adolescents, destructive management of conflict seems to work if the leader is larger in size and is aggressive. This destructive management of conflict or "coercive power base" is a destructive way to manage a conflict for several reasons. It increases the conflict and also increases hostility, resentment, threats, retaliation and revenge. Threats often lead to aggression and counter threats. In this event communication decreases and becomes less reliable and the likelihood of a satisfactory conflict resolution is diminished.

Karlin (75) suggests that school personnel teach students positive techniques in talking out a problem. The counselor or teacher should help the student to develop insight into the causes of fighting and quarreling. The students also need to learn to be sensitive and to realize how easy it is to hurt others. They also need to try to develop the habit of viewing a conflict from an adversary's point of view by attempting to "walk in their moccasins."

Bolton (76) also advocates the training of children in conflict resolution techniques. He feels that training people in conflict resolution skills helps to prevent needless

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75Karlin and Berger, Discipline and the Disruptive Child p. 185

76Bolton, People Skills, p. 215

conflict and assists in the resolution of the conflicts that appear to be inevitable in any organization or relationship.

Conflict management skills should be taught as a part of a training program that includes listening as well as problem solving skills. A student guidance program should be utilized at both elementary and secondary school levels and should help students to determine who they are, and to accept their feelings, attitudes, and ideas as that of a worthwhile human being. Pupils need to conceptualize what they feel about themselves, and they need to receive feedback about the impression they make on others. Children should also receive assistance and instruction in problem solving and decision making.

As people of all ages encounter problems in which they need assistance, students should be taught how to get assistance and to resolve problems and conflicts in an effective manner.

Young adolescents need assistance in achieving responsible independence and to understand the strains and stresses in adjusting from the dependency of childhood to the interdependence of adult life.

A program of parental inservice workshops is recommended by Stradling and Aspinwall. (77) They advocate that every

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77Stradling and Aspinwall, Discipline in the Junior High - Middle School, p. 46

elementary and middle school have an inservice program for parents concerning the preadolescent, adolescent and young adult growth patterns. This course should include topics such as shyness, embarrassment, the need to be alone, the nature of the introvert and extrovert and the need for a feeling of success; the ability to love and to accept love and the ability to care and have feelings about people animals and so on.

THE USE OF WRITING THERAPY IN CONFLICT RESOLUTION

Alice Glarden Brand published an article on writing therapy that was published in the Journal of Human Psychology in 1979. (78) In this article, Brand presented a short history of writing therapy.

The concept of a written therapy may be traced to ancient Greece, where poetry was first recognized for it's healing powers. Apollo the god of truth was worshipped as the dual god of medicine and poetry. The Greek philosopher Georgias compared the effects of poetry on the soul, to the expulsion of evil humours from the body, and described the specific healing of poetic language. Aristotle advanced the theory of "katharsis" suggesting that the poetic experience purged the individual of destructive passions. He ranked the

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78Alice Glarden Brand, "The Uses of Writing in Psychotherapy", (Journal of Humanistic Psychology Vol. 19 No.4 ERIC Document Reproduction Service, EJ 213 645, 1979 pp. 53-72 poet high as the physician of the psyche and described poetic drama as the cleanser of the soul, relieving it of pity, fear and frenzy. The Greeks were among the earliest people to study the psyche and the soul of man.

Freud, the father of modern psychology, linked modern medicine to the psychological intuitions of the past. He utilized Aristotles theory of "katharsis". Freud not only investigated the sources and functions of poetry as and art form, but he also transformed writing into a form of therapy for psychoneurotic patients. (79)

Carl Jung, in attempting to define the relationship between psychology and art, delivered a lecture in Zurich entitled "On the Relation of Analytical Psychology to Poetry". this paper laid important groundwork for the use of writing for positive growth. He aligned creative written expression with the needs of the normal human being. (80)

The psychiatrist, Farber, found valuable uses for written expression in therapy. He wrote, "Writing, far from being an artificial or inadequate substitute for speech, can be ... a whole and complete way of speech: a method like any other of talking and speaking..."

He considered that the special advantages of writing

79Ibid., p. 54

80Ibid., p. 54

were: patients who spoke rapidly slowed down sufficiently so that what they were communicating could lead to personal insights. The use of written material also enabled the therapist and the patient to review what had occurred in each session more carefully. Writing helped clients to keep the progress of each therapy hour in mind during sessions and also allowed for review afterwards. (81)

Rogers, advocated a therapeutic climate of psychological freedom and safety in which a clients written and oral expression were accepted non judgementally by the therapist.

Rollo May, 1969, noted that the need to express oneself in writing springs from a maladjustment to life, in which an inner conflict needs to be resolved. He stated that; "No writer writes out of his having solved a problem," "He writes out of his having a problem and wanting to find a solution."

The literature of the 1950s and 60s recorded an array of writing techniques varying from inventory type questionnaires to diaries or journals.

Ellis, 1955, established that writing had been used profitably as a therapeutic tool. Other psychologists observed how some clients found writing, rather than talking about their anxieties, a more effective method of working then through. (82)

81Ibid., p. 59

82Ibid., p. 60

Widdoe and Davidson, 1966, saw the use of directed writing in psychotherapy as having two major values. First, in comparison to oral speech, written speech provides a relatively durable type of record. Second writing allows a client to "arrest time", to , at a given moment, record their thoughts and feelings. Writing also helped clients to organize their daily activities. (83)

Phillips, Test and Adams, 1965, reported improvement among students, who in seeking help for personal or academic problems, kept a notebook journal about their concerns, which were shared with the therapist in a process of analysis and evaluation.

Pharis, 1967, described a therapy with adolescents using creative writing in order to explore problem areas as a base for therapeutic counseling.

Pearson, in 1965, published a paper, "The Use of Written Communications in Written Therapy" for a symposium held under the American Psychological Association. From this paper a three point abstract is given. (84)

1. The preparation of a 'written production' such as a diary, autobiography, short story, a poem, letter etc. by a client is an expressive and creative art. It both analyses and synthesizes

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83Ibid., p. 60

84Ibid., p. 61

> emotion in a deeply personal way and as such works... It is catharsis in the best sense. It heals through its major symbolism, not unlike Greek drama and because the unexpressible can be expressed.
>
> 2. The content of a written production provides materials for analysis similar to projective tests and other imaginative productions . the language of the written production is also as much a source of insight as are ... slips of the tongue, forgetting etc.
>
> 3. Written productions further internal therapy by providing for rehearsal of therapeutic hours. In this way the development of insight and cognition is expedited.

The Institute for Rational Living founded and directed by Albert Ellis encourages individuals to analyse and modify their verbal responses. Ellis includes as a part of his corrective strategies, written expression of both rational and irrational beliefs. Using Ellis' therapy, irrational beliefs are eventually disgarded and the rational beliefs are relearned and reinforced.

Millard, 1976, found that structured writing assignments assisted in self disclosure. They were found to assist an individual's thought processes, because they added structure and order enabling the individual to think more clearly in approaching his goals.

British educators during World War II, utilized writing in order to reduce underlying tensions of children who had been involved in the bombing of London. (85)

85Ibid., p. 4

Considered a guidance related process, creative writing was associated with personal adjustment and tension release. At the Dartmouth conference of 1966, creative writing was again appreciated for its contributions to personal stability, to personality development and inner satisfaction. (86)

THE WHY OF A WRITING THERAPY

Petrick summarizes all that has been said about writing therapy in the following statement. (87)

It was suggested that early adolescents, being in transition between development stages, might especially benefit from the reduction of tension that is experienced through a creative writing therapy. In order to gain the cooperation of the client, for the writing process, therapists should take the time to explain the writing assignment and the probable benefits to the client. Writing gives the therapist tangible evidence of the client's emotions, thinking patterns, and the structure of the problems that will be dealt with in the process of therapy. Over a period of time, this writing becomes a record of growth measurement as clients reflect on the progress they have made in therapy. Writing is

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86Ibid., p. 13

87Joanne F. Petrick, "Psychotherapy : Implications for Composition", paper presented at the annual meeting of the Conference of College Composition and Communication, Dallas, Texas ERIC Document Reproduction Service, Ed 200 961 1981.

an activity which demands the expenditures of energy, it works against repression. In referring to journal writing, a counselor states that it allows a client to "cathart" on paper and to sort things out. Writing can relieve excessive worrying and can aid in the understanding of a person's feelings. When a clients thoughts are on paper, and out of his mind, he no longer has to worry about them. It appears that written catharsis frees the client to deal verbally with the problem at hand. By writing, clients come to understand their thinking and how it might affect their behavior. Writing forces thinking which reinforces writing and so on.

A most valuable aspect of writing is to help clients to achieve a sense of order. Through writing many clients can arrive at an understanding of what is going on in their lives and what their alternatives are. The act of writing symbolically actualizes the feelings and thoughts which eventually assists clients in coping with their thoughts and fears and ultimately, in modifying their behavior.

Fr. Chuck Gallagher, (88) in his book The Marriage Encounter, advocates a writing approach to his marriage encounter weekends. He notes that a relationship that is alive and vibrant, is built more on the experience of each others feelings than on any other single factor. "Without a

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88Fr. Chuck Gallagher SJ., The Marriage Encounter, (Garden City, New York: Doubleday and Company Inc. 1975) p. 68

deep awareness of feelings, a relationship is crippled. He continues with the premise that marriage encounter reveals the importance of feelings and a freedom to express them. The written technique used in determining and understanding feelings is referred to as dialogue. In dialogue, a person doesn't have to explain, defend, or justify a feeling. Feelings are simply accepted and shared. Gallagher states "It is a very liberating experience to sit down with a cheap little copy book, and all of a sudden realize that the pen is mightier than the mouth." He finds that in writing, people tend to be more honest, because there is no fear of being interrupted or prejudged. Gallagher (89) also notes that writing allows for equal time. In verbal language certain people tend to dominate, while in writing, this isn't readily possible. Another great advantage of writing is that the writer can keep rereading what has been written and that can keep the feeling alive. "The words have much more meaning when I hold them in my hand, see them with my eyes, and try to feel them in my heart." (90)

In verbal communication, people tend to just start talking without thinking it through. It is easy to interrupt a speaker and complete what they have to say. It is also

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89Ibid., p. 81

90Ibid., p. 82

easy to misread a facial expression or tone of voice and non verbal reactions may cause the speaker to stop. Finally, it is easy not to pay attention to what the speaker is saying as the listener may be ready to speak.

Gallagher maintains that "talking is best expressed through writing."

Writing is also utilized as a tool in alcoholism and drug abuse programs. "Kathy" (91) a recovering alcoholic discussed the use of writing in a residential therapeutic program. One of the first assignments the patients had was to write a history of their life. Starting with earliest memories, and progressing through childhood, adolescence and young adulthood, the patient was asked to relate their rememberances. This history later was to be shared in group and later with the therapist. In a followup session with the therapist, patterns of behavior were discovered and studied which enabled the patient to trace her early unresolved problems that eventually lead to a pattern of alcoholism.

During the month of residency at the center, daily journal keeping was assigned. Written assessment of feelings, and goal setting activities were emphasised.

91"Kathy", "Rehabilitation Programs for Alcoholism and Drug Patients", an interview, July 21, 1983

Chapter V.

SCRIPTOTHERAPY, CASE STUDIES AND SUMMARIES

Introduction to Part Two

> A tart temper never mellows with age and a sharp tongue is the only tool that grows keener with constant use. Almost every day we meet someone with a tart temper or a sharp tongue. Much of the time the tartness and sharpness is motivated by anger.
>
> Washington Irving

In part two we come to the essence of the research with a description of Scriptotherapy, how it was developed and a discussion of the process.

The writer discusses this process from referral, the writing of the manuscript, and the analysis procedure used in clarifying for our young adolescents the whys of their behavior, an understanding of the acceleration points in a conflict and what the writer terms the act-react cycle.

A discussion of the itinerary used in each of the four conflict resolution therapy sessions and the time allotments needed, in order to complete the process, leads up to the final portion of the section which is devoted to the writer's conclusions about the effectiveness of the scripto- therapy process.

THE DEVELOPMENT OF SCRIPTOTHERAPY

In the spring of 1970, the writer and his administrator attended a workshop entitled a "Schools Without Failure" which was conducted by Dr. William Glasser.

Dr. Glasser advocated the use of writing in the handling of a conflict or discipline problem. Glasser had devised a form that would assist a student in analyzing a conflict or discipline problem. (See appendix II)

At this time, school fights were considered as discipline problems and were handled as such. The Glasser Form was used in order to determine the cause of the fight, and to enable the student to consider alternative forms of handling conflict. In using the Glasser form, the writer and the administrator gained somewhat in understanding a students problems in dealing with conflict.

Several errors were made in the administration of the Glasser form which diminished it's usefulness. The form was normally issued to the children while they were still involved in the anger episode. Being angry, as they answered the questions, a most common reaction was to fill out the form in a defiant manner. The administrator, on receiving the form often ended up chastising the students for their defiant statements and this instead of assisting in understanding, raised further barriers.

The Glasser form appeared to work best if a student had cooled down; however, instead of writing freely their thoughts and feelings, they tended to answer the questions with the shortest possible responses. It appeared that instead of motivating a student to analyse the possible alternatives and to improve their conflict resolution skills, the Glasser form appeared to be hastily filled out in order to get the whole matter over with as soon as possible.

As time passed, we asked the student to turn the completed form over and to write a description of what happened in the fight. It still appeared that the questions in themselves triggered undue hostility, so after about two years, the use of the Glasser form was discontinued.

When students were referred for conflict management, they were given a blank sheet of lined notebook paper. After an introductory session of five or six minutes in which the student verbalized his problem, the student was asked to write what had happened to cause a crisis situation, and the names of the people primarily involved.

In 1979, the writer attended a conflict management workshop conducted by the Human Development Training Institute of San Diego. Dr. Uvaldo Palomares, the developer of Magic Circle had developed a preventative program of conflict management utilizing Magic Circle activities. This workshop motivated the writer to take a more active interest in school conflicts.

At first the writer had the students write a manuscript in order to have information for the Vice Principal who served as a hearing officer in the discipline process. As time passed the writer began to realize that instead of using punishment or the threat of punishment, many conflicts could be resolved successfully in the counselor's office. After a time the Vice Principal referred certain cases to the counselor, that appeared to need conflict management rather than discipline or punishment, and the Scriptotherapy process was "launched."

At the present time the vast majority of school fights are referred to the school counselor for scriptotherapy. In the event that students refuse to stop their aggressive assaultive behavior, they are suspended until parental conference and the counselor, Vice Principal, parent and student work out the problem together.

In the past three years the counselor has taught a human relations - conflict management seminar for all sixth and seventh grade students. The sixth grade students study basic psychology, the formation of personality, human needs and the process of growth from late childhood through early adolescence. In the seventh grade seminar, the students study the nature of anger, conflict management and assertiveness training skills. Both seminars are of six week duration.

SCRIPTOTHERAPY THE PROCESS- SESSION ONE

The process begins with the receipt of a referral. This may be in the form of a discipline referral, (See Appendix III) a staff referral, a referral by the involved student, or by a friendly party.

After the referral has been received, the counselor asks both participants in the conflict to write about what happened, what verbal statements were made and their present feelings.

The counselor then reviews this statement or manuscript with each of the participants privately, reading their statement aloud in order to determine whether, after hearing their manuscript any additions or changes need be made. This interview is held with each student privately in the counselor's office. At times a written statement may also be taken from several witnesses to the conflict.

After each manuscript has been reviewed, the student is informed that a truce is in effect. In a truce situation, each party is asked not to discuss the case with anyone.

Usually, in a school fight, a great deal of talk is heard to the effect "Did you beat up so and so" or variations of the same. Each participant, or third party, is given the same statement to repeat when questioned. "The counselor is handling it, I do not wish to discuss it." If the questioner still continues to ask the statement is to be repeated. Often the counselor, will roleplay this procedure with the student in order to behavior-rehearse the response.

All participants in the conflict are encouraged to stop the escalation of the conflict by informing all who ask, that a truce is in effect and that the matter is in the hands of the counselor.

The terms of the truce are given in detail, especially if this is a first fight for a student.

1. If a student violates the terms of the truce, by discussing, agitating or by attempting to escalate the conflict in any manner, they will be suspended from school until a parental-student conference is arranged.
2. Each party to the conflict is to act as if every thing is normal and "cool it."
3. Each party is to avoid ignoring or snubbing the other party in the conflict. They may choose not to speak, however, they may not through non verbal

communication express hostility toward the other party.

4. Each party avoids unnecessary interaction with the other party until the after the cooling off period. or until the counselor can see both parties in a second interview. (1)
5. They are to "cool" friends who may wish to escalate the fight. (2)

The counselor then usually holds the manuscripts for a day or two until the anger has cooled.

SESSION TWO

After the cooling off period has elapsed, each participant is given a second interview. Witnesses are sometimes involved especially if they were emotionally involved in the conflict. The second interview is also given privately so that the counselor can give his full attention to the student without the distraction of the second party. Again the person's manuscript is read to the student. The student now sees the situation from a different point of view and may make clarifying or conciliatory comments.

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(1) It is common for two friends to makeup before the counselor sees the student again. The counselor still completes the process with both students.

(2) When the scriptotherapy process was first developed the students, at times, would solicit the aid of a friend to continue the fight for them. Since the terms of the truce were clarified there have been no known violations of a truce.

The counselor notes these comments in the margins of the paper for later reference.

After the student's own manuscript has been read, reviewed and amended, the counselor reads the other participants manuscripts to the student. The student is then able to see the other person's point of view in the conflict.

The counselor stresses the similarities and differences between the two manuscripts. In the first reading of the other person's point of view, the student is requested to listen carefully to the message of the manuscript without any comment. The first reading completed, the counselor then rereads the second party's manuscript one paragraph at a time allowing the student to comment on the other person's point of view. All statements that are made are annotated in a different colored pencil or ink so as to note the ownership of the marginal comments. The original manuscript is usually completed in pencil. Any witness manuscripts are also read, at first in total form then paragraph by paragraph, allowing for comments which are again notated in the margins.

After all the manuscripts have been read, the counselor explains that each of the manuscripts represent a person's point of view, and when all are heard, the idea of what actually happened can often be determined. The counselor explains that each person's point of view represents the truth from his vantage point, but that the actual truth usually lies somewhere between the various positions.

All of the separate viewpoints are then pulled together through a process of comparative analysis until the picture in its totality becomes evident. Students often do not really know why they get into difficulty and conflict. The comparative analysis process helps the student determine the why of the conflict.

SESSION THREE

Another procedure is sometimes used in analyzing a conflict. This is determining the acceleration points leading to the crisis. Utilizing SUDS level (Subjective Units of Discomfort Scale) a manuscript is reviewed a third time, and the student is asked to estimate their SUDS level on a scale of 1 to 100 at each point of the escalating conflict and where the boiling over or explosion point occurred. This procedure assists students in analyzing their own anger escalation process and comparing it with others. (See Appendix IV.)

Using the escalation SUDS level procedure, a student is also able to determine the accelerating and decelerating effect of other students on the conflict.

Finally the act-react pattern may be determined during the third reading. The act-react pattern concept is based on the premise that in an escalating conflict, there is an act-react chain. The first party calls the second party a name (act); the second party, in retaliation calls a name (react).

The first party then retaliates with a push or bump (act); the second party retaliates with a shove, or a blow (react). The act react chain can often be observed in reviewing a student's manuscript. (See appendix IV)

A third procedure has, on occasion, been utilized in cases that appear to involve social status conflicts. The writer refers to this as a "totem pole heirarchy". Sometimes a conflict has its roots in a power struggle for social status. On a social status inventory, students are asked to rate themselves in relation to others on the social totem pole. The leader is at the top of the totem pole, while the lowest status person occupies the base or bottom position. The feeling state of each of the people occupying the social totem pole is noted by faces drawn on each of the totem figures. If a person is secure in his social position he usually draws a smiling face on their totem figure. A frown represents dissatisfaction or anger with the position, while a straight line symbolizes a neutral or playing it cool attitude. An undulating line representing a mouth refers to a person who is "shook up."

In analysing conflict, as related to a totem pole position we find:

1. A high status person being challenged by a lower status person.
2. A high status person who has lost status and is

now being rejected by the other persons on the totem pole.

3. A high status person vs a low status person who is caught in the low man pressure syndrome.

In a low man pressure syndrome, we find the accumulated weight of the upper members of the totem pole tends to push the lowest person under. This happens especially if the social group's foundations are on unstable ground where the members of the group are insecure and each member is competing for position. The lowest member on the totem pole finding that they are being pushed under then fights another member of the group in order to survive.

SESSION FOUR

To review the process, In the first session a manuscript is obtained and briefly reviewed. In the second session, all manuscripts are read and comments are annotated in the margins. In a third session, analysis of escalation rate, the act-react chain and a social status inventory may be used.

Normally, a conflict management program utilizing Scriptotherapy involves three full sessions and a short follow up session held a month later. This followup session usually lasts for five to ten minutes. The purpose of this fourth session is used to determine how things are progressing for the students who were the primary people involved in the conflict. The counselor helps the students determine what was learned from the conflict and encourages them to share success stories.

There are several benefits that may be derived from using a scriptotherapy program in the management of conflict in a middle school setting.

1. A fight becomes an opportunity for learning of social skills rather than a disciplinary punishment event.
2. Students are better able to understand the other person's needs and goals in a conflict situation as well as understanding their own.
3. Students become aware of the interaction patterns that are common to a conflict situation.
4. Students become aware of the danger signs in an escalating conflict in time to break the act-react chain and back away from the conflict.
5. Students are able to learn an assertive philosophy through practice in the use of assertive skills in dealing with and relating to their peers.

In using the Scriptotherapy process, the writer has worked with over a thousand different school conflicts from 1979 to 1983. Several needs and observations have become become evident over this four year period:

Conflict management theory and Scriptotherapy was at first considered by the writer's administrators to be a deterrent to school fights. The writer feels that the program and the therapy sessions have not significantly served as a deterrent as was first hoped.

In order to be effective in reducing the incidence of conflict among the middle school population, the writer believes that training in conflict management must be teamed with a strong consistant discipline policy and practice.

It is recommended that each school, using scriptotherapy, develop a conflict management policy utilizing a task force composed of parents, administrators and teachers.

The task force would review and recommend policies and:

1. Evaluate and interpret state, district and middle school policies concerning student conflict.
2. Develop a plan to enlist the cooperation of the middle school administrators, teachers and parents to discourage the use of violence in dealing with student fights.
3. Develop a program to inform parents about the disruptive effects of student conflict on the educational program of the school.
4. Develop recommendations to implement state, district and middle school conflict management regulations.
5. To study and to develop stronger deterrents to assaultive behavior among young adolescents.

Introduction to the Case Studies

The process used in selecting the six case studies involved a sorting and elimination process.

1. Twenty cases were initially drawn from the mass of collected data. These cases represented students who had the largest number of discipline referrals and conflict management records in the school files.
2. In the next sorting process, classroom discipline and teacher-student problems were eliminated leaving data that was primarily student-student conflict.
3. In order to provide for a longitudinal study, the list was reduced to twelve students who had attended our junior high school for a three year period of time.
4. The twelve case studies were then classified according to the type of conflict.
5. As our community is composed of a variety of ethnic and cultural backgrounds, four Anglo Americans, three Hispanics and two American Indians were chosen for the final six case studies. The comments of Annie, a Black girl who provided the inspiration for the writers work in conflict management, were also included.
6. In the final process, all names and identifiable data were changed in order to provide for confidentiality.

Bill Thompson

Bill was the second son of George and Merideth Thompson who were divorced. Merideth was employed as a school teacher in the community.

There were four boys in the family, Randy, Bill, Ralph and Jason. The children resided with the mother.

Randy 16 the eldest, was an honors student while he attended junior high. He was involved in student government activities, serving on the student council and as a student body officer.

Bill, as a sixth grader, was a slight, sensitive boy who appeared to be unhappy and rejected by his peers. As a result of this, Bill exhibited an angry explosive personality which added to his problems. In addition to his explosive nature, Bill was an inefficient fighter, closing his eyes and "wading in", flailing his arms in an attempt to hit his tormentors. This inefficient method of dealing with conflict subjected Bill to an increased amount of teasing and added abuse.

Ralph, the third son was also a hot tempered boy who had a reputation as an accomplished fighter. He was a big boy, much taller than Bill who was two years older. Ralph was a weak student academically, partially due to his involvement in school fights and conflicts.

Jason, the youngest, attended the elementary school. He was described as a kind, quiet friendly boy who was a good student and was popular with his peers.

Case One

The first record in Bill's file is a Glasser form that was dated 1/8/80 while Bill was in the sixth grade.

Bill writes:

> He broke my pencil and when another boy gave me a pencil, he held me. He twisted my arm a whole bunch. (1)

In answering the question, What else could you have done? Bill replied "Told the teacher." To the question, What will you try next time? Bill replied "Not to blow my top and get mad." (2)

No further data was provided with the exception of the Vice Principal's comments. "Had a good conference with both boys involved." "I do not feel this should go any further."

Case Two

The next episode was dated 9/2/81. Bill had been promoted to the seventh grade. This account is the first in

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1The other boys in the episode were not identified.

2Bill could verbalize the need of not losing his temper It however would take another two years of therapy until his ability to control his temper became a reality.

Bill's file using manuscript form.

> It was pretty calm the first couple of days but on Thursday it hit... Fred was cutting me and Connie. He was calling her 'Alligator Breath' and 'Miss Crocodile' just because she is from Florida. (3) They (Fred and friends) said they saw me masturbating in the field . After that I got so mad, I told Fred to shove his jokes up his a__ . I told him I wasn't going to take any more of his Bull Sh__. (4)

Frank's comments on this incident were recorded on his manuscript.

> I agree mostly with Bill. I'm sorry for the way I acted. I guess I need a little help learning how to control my mouth. It's partly because I like to make people laugh. I don't agree all the way, the part about Connie is wrong. I did call her Gator Aide, but she knew I was only kidding and didn't take it wrong. I'm very sorry about what I said about him out in the field. I should have definately shut my trap. It was 99.9% my fault no matter what anyone says. I only wish we could be friends. Bill is really in my opinion a great guy. (5)

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[3] On several occasions, Bill was involved in attempting to defend a girl against perceived injustice and unfair treatment.

[4] Although Fred wasn't much bigger than Bill the implied threat was unrealistic. Bill, using normal means couldn't carry out the threat. Unfortunately, many students realized that Bill wasn't in a position to deliver on his threats, therefore, he was often goaded into exploding and to deliver a tirade of meaningless threats to the amusement of the onlookers.

[5] Fred, normally a kind thoughtful boy, apparently realized that he had gone too far in goading Bill He also appeared to realize that his statements could have warranted discipiinary action thus the possible reason for the humble confession. He was not confronted with Bill's accusation prior to writing his manuscript. Fred became one of Bill's best friends after this incident and the boys are still close friends at the present time. (p.137)

Case Three

The next incident occurred 1/31/81 when a disciplinary referral form was turned in on a Paul G by his P.E. teacher. The teacher described the problem as namecalling, cussing at Bill T., after the class had been warned about cussing and namecalling. The principal and the counselor conducted a group conference on this situation and the following manuscript was obtained. The actual instigator in this problem was a tall powerfully built boy Tom B, who was a leader and and was considered as one of the best athletes in the school. The boys were playing soccer and Bill and Tom got into an altercation. Bill's manuscript states:

> It all started in P.E., we were playing two on one and Tom and I both went for the ball. He kicked the ball on the field and said 'Go get it." I said 'No you', and he started for the ball and said 'f--k you.' I said 'I know you'd like to.' He threw a rock and hit my sleeve and I said 'You missed me.' He threw one low so I jumped, and it hit my foot. So I went over and said 'If you do something like that again you're going to bite the dust.' He tripped me and I took a swing at him and missed by a mile. Then he put me in a full Nelson. I was trying to get out and he pushed harder and harder. Finally I got loose and... the coach came over and talked to me while Tom and Paul G. laughed at me. So I flipped Paul off and the coach brought me here. Also before, Tom called me stupid and dumb.

Tom's version of the incident is related in the following manuscript.

> I accidentally kicked the ball over to where Bill was standing. I told him to give it to me and he wouldn't, so I told him again to give it to me and he kicked it way past me. When I came back, I seriously don't know if I used bad language, but I told him that he'd better cut it out. He also told me that he was going to make me 'bite the dust.' I started walking over there and said 'Who's going to bite the dust?' Bill said 'You are!' So I tripped him because I was mad and I thought I'd heard just about enough mouth. He got up crying and he was swinging wildly. I held his arms and told him to settle down. He got away but the coach told him to stop it. When the coach turned around again Bill went wild at me. He hit me in the stomach, but I got around back of him and held him. Then I called Coach and he started to walk over to where we were. He got Bill and started to talk to him. All of a sudden he (Bill) turned around and flipped me off and called me a fag, while Coach was still talking to him.

In this incident we find a situation where a low status boy, Bill, became involved in a conflict with the highest status boy on the team. Tom was a head taller than Bill and outweighed him by fifty pounds. This difference in size and status may account for the fact that Tom didn't continue his aggressive behavior after he tripped Bill but went into a defensive fighting mode.

Tom, an accomplished fighter and member of the school wrestling team could have quickly finished the fight. Later, Tom stated, when Bill "went crazy" he realized that the much smaller boy couldn't hurt him and his SUDS level dropped (p.179). He didn't want Bill to get hurt, so he held him and called for the teacher. Later, after his anger had cooled, Bill was able to appreciate Tom's restraint .

In this case the counselor was able to observe what he calls the act-react chain. In this conflict there appeared to be a reaction for every action. In the beginning of the sequence Tom kicked the ball (act), and asked Bill to get it for him. Bill reacted by saying no (react) . Tom then stated "f--k you" (act) and went to get the ball himself. Bill replied "I know you'd like to." (react)

The act-react chain continued and escalated until Bill threatened to make Tom "bite the dust." Then Tom acted by tripping Bill and the fight was on.

After the counselor had worked with various members of the team, the leaders appeared to be more willing to allow Bill and other lower status boys play forward positions, while they played the less favored rear positions. (6)

About a week later Bill and several team members arrived at the counselor's office to celebrate the fact that Bill had kicked his first goal as a foreward player. The team was more supportive of Bill and the other lower status boys after that incident.

6The counselor used the totem pole exercise (p. 180) in order to get the team members to understand and realize how the lower status boys feel always being relegated to the less favored positions on the team. Each team member rated himself as to his position on the totem pole and how he felt about being relegated to that position. They also rated the others.

Case Four

The next incident involved a boy Scott S. and occurred in the Industrial Arts Building. Scott writes:

> I had just gotten out of P.E. and I just walked into shop and Bill was walking over to my table. He started to take my chair. I said 'that's my chair Bill.' He took it off my table and I grabbed it from him. He got mad and swung. Then he fell and I got a hold of his arms so he couldn't hit me. Then I let him go and he was still trying to hit me so I held my hands up to block his hits. The teacher came in and he told us to get on the floor and do some pushups. He made me do more than Bill. Then he made us run to the backstop. He said the first one back would not have to run two more laps. I won but he said it was a tie and then he made us run again. I got back first and he said it was a tie again. Then he made us do some more pushups. At the end of class he asked us if it was over and we said no so he took us to the Vice Principals office. The Vice Principal sent us in to you. (counselor)

Bill's manuscript gives his view of the incident.

> It was fourth period. I walked into class to see that there was no chair at my desk. So I walked to another desk to get a chair. When I picked it up Scott walked in. When I was half way to my desk, he yanked on the chair, and my finger was caught in it. So then I pushed on his arm rather hard. So he set the chair down and started for me rather angrily, so I walked backward and slipped on the floor. Then he nudged me with his foot, so I got up. He swung at me and missed. Then he took another swing and hit me in the face. So I took a swing. After that the teacher came and told us to do pushups. The teacher made Scott do more than me. Then we had to do situps and again he had to do more than me. Then we went to work and Scott said he was going to beat me up when the period was over. The teacher asked us if we were done fighting and I said yes, but Scott said no. The teacher took us to the Vice Principal and he told us to come to you this period.

When the counselor reviewed the manuscripts with each boy, Scott appeared to be surprised on hearing that Bill's finger had been caught and injured by the chair as he yanked on it. He asked "Why didn't Bill tell me?" "I would have stopped right then." I discussed this with Bill and he said it hurt so bad that he started to fight. (7)

Case Five

Bill's next altercation involved noon hour recreation. Bill wrote:

> Every lunch hour, I almost always get a basketball to play with and I let four or five besides me play. (8) The people I don't let play push me around. Yesterday, I was feeling good after vacation. After eating lunch, I ran to the gym and got a ball. This time I let a whole bunch of people play. This was the start of my trouble. After we picked teams, some others wanted to play and I said no. So they asked someone else that was playing and they said yes. So when I again said they couldn't play, they went ahead and went playing with the ball. So I took the ball and started to leave. The people who were playing started pushing me around and they took the ball. Today Jack G. started bugging me. When I walked to class the door was locked. Jerry H. and Bruce W. and Jack started to give me a hard time. First they bumped into me on purpose, so I would hit the wall pretty hard. Then they started chasing me and were trying to trip me. After a couple of minutes the teacher

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7Both Bill's and Scott's parents came to school after the episode. Bill's mother had heard that Scott had knocked Bill down and had kicked him and had injured his finger. After reading both boys manuscripts her anger cooled and she noted That Bill on his manuscript, had mentioned slipping on the floor. Both parents were upset about the discipline and this matter was referred to the principal.

8The coach's policy stated that the person who checks out a ball may choose who will play in that particular game.

> came. When he let us in I was very mad. So the teacher brought us here.

The teacher related that Bill was so angry, he was crying and flailing his arms. As his eyes were closed, Bill hit the teacher, who held Bill until his angry lashing out subsided and then brought him to the counselor's office.

In regards to the above incident the teacher wrote a report discussing Bill's problems.

> This student (Bill) is very upset. Larry T. had a run in with him after noon basketball. Larry came in the room and kicked the chair Bill was sitting in while I was talking to Bill. I took both boys out and this incident with Larry was settled. Still Bill tells me he will not come to school on Monday. He claims he does not do anything to start others from going after him. Bill's feelings were hurt while he let others play with his basketball during noon recreation. Claims he let them all play, and eventually they (others) would not throw him the ball when he was under the basket. (9)

Case Six

Bill next became involved in a namecalling episode with two boys in his remedial math class. Bill's manuscript reveals:

> At the beginning of the year Mike S. and Sam G. have been picking on me during the course of the year. The teacher has talked with them a lot and so has the Vice Principal. For a little while it works, then it starts all over again. Yesterday and the day before that they have been calling me Miss Fagalaw.

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[9] The Coach, Counselor and Vice Principal met with all the boys involved in the noon recreation program incident mentioned by Bill in his manuscript.

Mike's manuscript states that:

> One day when he walked in, I started singing Miss America and he turned around and called Sam and me Miss Fagalaw. From that time on we called each other that name. For example, if I ask the teacher something Bill will say 'Shut up Fagalaw' and I would call him something else. If he walked by me or something I would call him a name. Then the teacher called me and Sam outside to talk about calling each other names. He didn't call Bill out to tell him what he told us. (10)

Sam's manuscript states:

> When we are in class sometimes he makes faces at us. When one of us say anything to the teacher's aide, he says shut up to us so we call him a name. That is how we started to fight and call names at each other. When the teacher called us out one at a time, he never called out Bill.

Case Seven

Bill no sooner seemed to get over the problems in his remedial math class, when he began to be teased because of his front tooth. Bill is quite a handsome boy with straight even teeth, however, while he was in the sixth grade he chipped a tooth while playing, and that tooth had turned yellow.

Bill wrote:

> Today in language arts, we were talking and Johnny said, 'Look at that tooth.' So he kept teasing me about his tooth. After a while a bunch of people started in and I started to feel bad. (11)

10It appears to be common among young adolescents to use as a defense the statement 'He did it too.' Both Mike and Sam complained that they had been spoken to about the incident and that Bill hadn't been. Apparently Mike and Sam considered this to be unfair.

11In this manuscript, Bill, for the first time, stated that he felt bad, instead of the usual, "I was mad".

> After that he asked how come my tooth was yellow and I told him it was dying, but he wouldn't believe me. I was over by the garbage can. Juan G. came over and pushed me in and sat on me for about a minute. Then the bell rang and I came to you.

In the initial interview, it was brought out that Juan had caused Bill a lot of grief.

> He won't let me do anything. When playing games, I ask if I can play and he says No. He often laughs and shouts 'Look at the tooth'. (see p. 145)

In talking with Juan, he gave the counselor several valuable insights into Bill's problem. He stated that he had been willing to share with Bill, however, Bill was often unwilling to share in return. He also stated that "I want to be his friend, but I don't always want him always mad at me." (12)

Juan had helped to unlock Bill's problem. Bill, was so angry and verbally abusive that those who would like to be friendly with him felt that they couldn't. Juan thoughtfully contributed that "The trouble will Bill is his mouth." "He gets upset at just a little joking and hard kidding and then he starts spouting off." Bill was extremely quiet and thoughtful after the counselor reported Juan's comments.

Case Eight

Bill's remedial math teacher in a note again shared some more observations about Bill. He wrote:

12Bill received some valuable feedback from Juan as to why he was being rejected by his peers.

> Larry T. and Bill were into it again today. Larry Is much stronger, therefore Bill ended up being hurt. Tensions had subsided by the time I opened the door to my room. The altercation took place in the gym just before the fifth period.
> Larry tripped Bill and Bill's hip hurts. Larry's attitude is not the best. He is abusive, bullish and arrogant. He will fight and strike out at the drop of most anything. Bill doesn't want me to take Larry to the office, because he doesn't want another boy taken out of class because of him.(13)
> My problem: We have been trying to test Bill with the Stanford Diagnostic test for three days. (14)
> He has been upset every day fifth period.
> Bill, 11:25 p.m. has cooled, he is sitting quietly in the room. His tension seems to have eased.
> I talked to you (counselor) yesterday about Larry and Bill's wrestling and easing tensions. Well I believe today Larry and Bill overplayed and Bill was injured. In the meanwhile where are we?

The counselor had a session with Larry, a strapping young adolescent. Larry, in previous conversations, had expressed an desire to help Bill and to be his friend. The counselor had suggested that Larry continue playing with Bill, but cautioned him to watch closely for Bill's reactions while they were playing. If Bills eyes began to glaze, Larry should ease off and relax before Bill realized that he was becoming angry. A week later Larry reported that he and Bill had been wrestling and Larry noticed that Bill's face had begun to contort and his eyes glare. Larry stopped wrestling and started laughing and Bill joined in. An anger episode had been averted.

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[13] When Bill realized that he didn't want to take any more boys to the office he began to develop some new coping skills.

[14] The end of school Chapter One Tests.

Case Nine

Larry had one more incident with Bill before the end of school. He personally came in to report this episode.

> I was in language and I was playing with Bill, and he started to laugh, and I said his teeth were cracked, (the dead tooth) and he started getting mad. Everybody started making fun of him.

Bill noted that when Larry teases he looks mean and uses a mean voice. Bill however seemed surprised and pleased that Larry had come in to report the incident. (15) It seemed to bother Larry that everyone had to get in on the act and tease Bill.

Case Ten

The last incident that occured while Bill was in the seventh grade occurred in his language arts class. Bill writes:

> Well we were in language arts and we had just finished grading papers and handing them back. I was talking with Stacy J. when Danny came up and started with her paper. I said 'What are you doing?' and Danny told me to shut up. I said 'Shut doesn't go up.' He hit me in right in the nose and made it bleed. Then the teacher took him to the office, and I went to the bathroom to clean out my nose. (16)

15At this point Bill apparently could handle kidding when the kidder was smiling. He however had difficulty in interpreting the mean looking or sounding kidder as joking rather than being assaultive.

16Bill appeared to realize that he had gotten involved in other person's business and accepted the consequences.

Case Eleven

Bill came back to the junior high school for the eighth grade. Larry T. had moved over the summer, and Bill resumed with his problems soon after school commenced. Bill wrote:

> It all started with the name calling, and now its hitting and slapping and kicking. It's the same people, but I am having trouble with friends. Their play hitting is really starting to hurt enough so I am getting bruised. (17) They make me look like a jerk, and other people start laughing at me and makes me feel bad. (18) Yesterday we were playing football and Danny came and took the football right after I had some trouble, then he threw the ball and hit me in the nose. Then he hit me in the back, and then took the palm of his hand and hit me in the face. Then I walked off and now everyone says I was crying when really I left to get cooled off. (19)

Three of the students who had laughed at Bill's predicament were Barbara, Sandra and Danielle. The counselor asked them to write their impressions of Bill. Sandra wrote:

> We were in class one day and Bill said I was cheating when I wasn't. So I got out of my seat and said 'You'd better shut up.' Then he said 'I don't have to.'

17Bill by this time was verbalizing the difference between play and assaultive hitting.

18Bill's many sessions in the counselor's office apparently had the effect of making him realize how he looked to others. He had for some time been analysing his own feelings but this realization of how he appeared to others was a breakthrough.

19Again we note progress, Bill realized that when he called Danny names, he was in trouble. Instead of losing his temper, Bill chose to leave the scene to cool off. He was also able to control his crying in public successfully.

> So I sat and gave him dirty looks for the next three hours, and ever since that day I have been mean to him.

Barbara wrote:

> Bill gets on my nerves. If we are sitting there talking, he'll say 'Shut up you dog;' or 'Stupid stuff.'so I'm always hitting him. Sometimes he is a real pain in the a--. I can't stand him sometimes. I'm always hitting him in math when he calls me a dog.

The next day Barbara came in to report that after she had written her manuscript, Bill again began to be hateful and had started his usual routinue.

> In math, I was talking to Linda and Bill got hateful and told us to shut up. Barbara confronted Bill with 'Are you telling the counselor about all the things you are doing?' and Bill said no.

In her final statement Barbara made another important contribution.

> A lot of people call Bill nosy because he is involved in other peoples business. (20)

Case Twelve

On the eleventh of October, Bill got into trouble with a Boy Norm P. Bill's manuscript stated:

20Barbara's statement helped Bill to see why people were picking on him. Up until that time we had discussed his temper and the tooth problem, but the final realization that he had brought on much of his problem by being involved in other people's affairs provided the insight needed for Bill to start changing his behavior.

21Here Bill apparently is able to discern between the normal kidding that goes on in the day to day relationships of young adolescents and is better able to accept it.

> It usually starts first period while I am feeling good. Some prople start picking on me. Usually its not so bad, but today it was a different story. We had just finished watching the rest of the "Hobbit" and Norm P. started in by knocking the books off of my desk. When I'd pick them up he would hit me. This continued until I moved desks. Then Marty stepped in. I told him I wasn't feeling good, and to stop it. He replied 'Are you going to make me?' I moved desks again and he followed me and hit me a couple of times. Then the bell rang and he hit me on the way out.

Marty's manuscript revealed what may have been an attempt at humor:

> I was just playing around with him. I didn't mean any harm. He said something to me that I disliked so I responded in a mature reaction like I always do. I know what he said, he didn't mean, so I was kinda being playful. If I did any harm, I'm sorry what happened.

Norm's statement was helpful:

> Sometimes me and Bill just mess around and for me this was the day, but not for him. I was messing around with him, I didn't mean no harm I started calling him names and I hit him. Then I wrote in his book. I didn't know he was trying to make a statement telling me to leave him alone. I could see he got kind of mad. I could really tell, but I guess I just kept on. Now I will help him instead of setting him back try to make him feel good.

Upon hearing these manuscripts, Bill seemed pleased at both boys attitudes. The counselor observed that Norm followed through with his promise. Later, Bill reported that Norm and Marty were now his friends. (p.137)

Case Thirteen

The last conflict management report in Bill's file occurred on the 29th of October 1981. It was a complex one involving a group of neighborhood boys and occurred outside of school hours. Bill's manuscript read:

> It all started Tuesday afternoon, In math Brad S. started to pick a fight. After school I was walking when Brad jumped me and I hit a rock. He hit my brother Ralph and they were fighting. By that time I got up and they were pulling them apart. Then me and my brother started to walk home and they called us names all the way home. On Wednesday, after school, there was no punching but they started to mess up my brother's fort so we went to stop it and after a while they stopped.

Brad's story shed further light on the incident.

> Well Bill said I was going with Christine. I told him to be quiet and he just kept on talking about it. So I told him to shut up. After school, Bill was walking home and I pushed him down and said I didn't like him doing that. (22) Then Ralph jumped on me and started wrestling each other. I was defending myself. Then his mom came out. Then Ralph and Bill started calling us names.

Ralph stated that his brother Bill, wouldn't fight so he jumped in. His statement continues:

> Tuesday Brad jumped Bill and then I jumped Brad. He hit me in the stomach and I swung at him and missed. Then he pushed me down. Then I got him in a headlock. Then my mom called Bill and me. Kevin or Tim was kicking me on the leg. Wednesday Brad wanted to fight me and I said no. Then Brad and his friends were calling me names.

It turned out that Ralph and Bill's little brother Jason, was the one kicking Ralph to get off Brad. Ralph considered this misunderstanding as being highly amusing.

22Apparently, Bill didn't respond to Brad's request to stop teasing him about his girlfriend and this caused the fight.

Tim a friend of Brad's, witnessed the fight. He wrote:

> Bill was calling Brad names (23) Brad told Bill to stop but he didn't. Then Bill's brother jumped on Brad. His mom saw them and told them to stop fighting. Ralph stopped and told Brad they would fight tomorrow and started calling him names and went home. The next day we got off the bus, and went across a field about a hundred yards from their yard where they have a clubhouse. Then we went home. About ten minutes later we went back and played around like we do almost every day after school.

Another friend of Brad's Kevin, contributed his observations.

> Well I don't really know what is going on, or how the fight really started, but Ralph started wrestling with Brad and his mom called him off. As Ralph walked off he yelled tomorrow sucker, and Bill told him to crap on a tree. (24) Then the next day we we went and sat by their fort. (p. 84-85) Then Bill called me something that I didn't hear. They were yelling our names trying to scare us to leave. So we played around a little while and then we left.

This was the last conflict that was reported for the remainder of the school year. After Christmas vacation, Bill when observed in the school hallways was almost always smiling and appeared to be happy. The counselor periodically asked him how everything was going, and he invariably said fine. In checking with some of the students who had previously had problems with Bill, they stated that Bill was acting OK and no one was bothering him.

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[23] Apparently Bill's teasing Brad about having a girlfriend was classified as namecalling in this instance.

[24] Bill's comment on hearing Kevin's statement was "Boy, I hope my mom won't get a hold of that."

Bill at the present time attends our local high school and has completed his Freshman year. He is active in the drama club and played a leading role in the spring play "Up the Down Staircase" and took the "best player award". He served as manager of the varsity basketball team. He also maintained honor roll grades in his Freshman year.

Summary

Bill, as a middle child appeared to exhibit inadequate social skills. Both his oldest and youngest brothers appeared to be successful in their social relationships. Ralph, with a formidable reputation as a fighter, handled many of his social problems aggressively.

Bill appeared to view himself as a person with little power who relied on anger outbursts as his major defense. Being unsuccessful in this strategy, he was often reduced to crying and withdrawal.

At first Bill seemed unable to see his contribution in a conflict situation. He, in attempting to function, was considered as being nosy, verbally aggressive and involved in other peoples business. This compounded his problem as being a person with little power, his influence on a situation was also weak. (p.159)

Almost daily, Bill felt obliged to defend his honor.

In using the display of anger, to achieve his goals, he was often on the defensive. He cut himself off from those people who would be his friends. Bill also became so defensive, that just a little teasing would set him of and he would reply with verbal aggression quarreling and namecalling.

The process of helping Bill involved four tasks.

Task One

The first task, was to help Bill to differentiate playful hitting and teasing from assaultive attack. Then Bill was taught assertive responses that could be utilized in the event that playful aggression escalated to a problem. These responses were behavior rehearsed with the counselor, and then tried with Bill's friends and evaluated.

Task Two

The objective of task two was to help Bill to discriminate between friendly overtures in teasing, and hostile aggression. He was also trained how to give positive assertive messages to those who would be his friends.

Fred F.(case two), became one of his first friends followed by Larry T.(case eight) As each of these boys had a circle of friends, Bill soon had a support group with which he could successfully associate.

Task Three

The objective of task three was for Bill to realize when he had made a mistake in his social relationships and to accept the consequences. He also was assisted in how to make amends rather than meeting a fair complaint with an aggressive response.

Task Four

For Bill to realize how other people viewed his behavior was the fourth task. In order to change how people felt about him, he needed to change his self image. During the second semester of his eighth grade year, Bill had modified his behavior to the degree that he seldom acted angry or took offense, cried publically, or was involved in verbal aggression. These changes, and tending to his own business appeared to allow Bill's fellow students to see the positive traits that Bill possessed and were able to associate with him on a more positive basis.

Sue Morton

FAMILY CONSTELLATION

Sue was the second daughter of Fred and Mary Morton who resided in one of the nicer residential areas of Holbrook. Fred was the part owner of a trading post and market north of town. Sally was a housewife.

There were three girls in the family. The oldest, Mary was two years older than Sue, while the youngest Patty was two years younger. Mary was an honor roll student while at the junior high. Patty was also a good student.

Sue's history is best described as frought with insecurity. She seemed unable to maintain a positive relationship with her peer group, which consisted largely of girls who shared the same problem. As a group they were dependent upon each other for emotional support. However, much time was spent with ingroup quarreling and fighting. Because of their turbulent relationships, the group appeared to be unable to develop a trusting relationship that would result in lasting friendships.

In reviewing the manuscripts, we find that Sue was involved in a dozen recorded incidents during the three years she attended junior high school.

Case One

The first episode was recorded while Sue was in the sixth grade. Sue reportedly told a member of her peer group that she was in conflict with that she "got down with a fag." Sue admitted making this statement. Unfortunately, the story spread throughout the school, causing severe repercussions for Sue.

Case Two

The second manuscript was written about a year later when Sue was in the seventh grade. According to Sue's manuscript, a girl named Sarah asked her to "fix her up with someone cute." Sue attempted to play matchmaker and match Sarah up with a boy named David. When David heard about the proposed arrangement, he objected in a loud voice. That made Sue angry and she said, "Well I was mad so I told David that he could use her and make her do anything, because she is "nice". (1)

Sarah's manuscript stated:

> Sue Morton is trying to set me up with almost every boy in school. I still want to be her best friend. I've asked her a dozen times to stop but she just doesn't listen. I try to sit down and talk with her, but she gets all upset and walks off. David J. is one of those she wants me to go with the most, she wrote him and said, if he went with me, I would do what he wants me to do and to use me (2)

1After having the manuscripts read during the second session, Sue added,"like open doors, hold his books, thats all."

2.In her desire to be accepted, Sue apparently attempted to play match maker. When the plan backfired, Sue appeared to be unable to face the problem and walked off.

Case Three

The third incident reflected a problem that occurred at school at about the same time. Lisa, a member of Sue's group wrote:

> I told Sue that Teri felt left out because she was hanging around with the new girl. (Sarah) At lunch Sue's older sister Mary cussed me out saying you're just mad because Sue found a better friend than you. She and another girl then followed us and kept bumping into us. They bumped into me hard and I said 'Quit it pig.' I was so mad and then I came to you. (3)

Case Four

In February 1981, Teri wrote:

> Thursday, when I went into P.E. class I wasn't feeling well and I was in a bad mood. Me and Sue were doing OK together till we got to class. Then things started falling apart... While we were doing square dances, Lisa and Christine would goof around doing a "funky walk". But when me and Sue started doing it, they would get mad and stop. So I just stopped, but Sue wanted to keep on doing it.

According to Lisa's manuscript:

> Christine and I made up a funky walk that we do in P.E. It was our thing and then Teri started copying it. We said we didn't want her to. We told her and Sue to make up something of their own. Sue wanted to by Teri just got mad. She's (Teri) been getting mad over everything lately and Sue is getting tired of it so Sue and I got mad at Teri. (4)

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[3] This is the only mention in the files about Sue being defended by her sister. In her eagerness to make a new friend, Sue apparently forgot to give strokes to her old friends to make them feel wanted and needed.

[4] It appears that when Teri was having anger problems insecurity caused Sue and Lisa to reject her.

Sue's manuscript revealed:

> It started one time when me and Teri got into a fight. She told me I was talking behind peoples backs. All I said to her was that I hate Lisa. She and Lisa said 'Lets just hang it up for a while.' Now that made me upset. I told her 'If you want to hang it up, hang it up forever.' (5) We got back to being friends two or three weeks later. She (Teri) Lisa and Barbara all called me upon the telephone. They were asking me questions so I would admit that I hate Lisa. They were all mad at me. (6) Thursday at P.E. we were doing funny walks. Tina said 'I am going to do your funny walk.' They said OK. When Teri started, Lisa and Christine thought of a new one. Teri thought they were changing because she was doing it. I asked her why she didn't want to do funny walks. She thought I was on Lisa and Christine's side. I wasn't on either. She was all mad.

Returning to Teri's manuscript: (p.206)

> Then in the hall, after lunch, I went up to Sue (That was after she decided she hated me) and said 'Me and Lisa have been best friends for two years and you're separating us.' (7) Then Lisa came over and I pushed Sue. Then Sue said 'Lisa's mad at you for what you did in P.E.' Then Lisa threatend me, by saying 'You better be waiting after school girl'. From then on we haven't talked to each other.

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[5] Sue apparently felt threatened by the idea of a temporary cooling of relationships.

[6] Entrapment of one type or another seems to be a rather common means of testing the feelings of a peer group member. A most common variation is the question, Do you hate Suzie? If the answer is yes the the questioner immediately tells Suzie. This type of behavior often preceeds an violent solution to a conflict.

[7] The accusation, you're taking my friends away from me is a common complaint among junior high age girls.

Lisa's manuscript contributed her version of the lunch hour incident.

> So that afternoon Sue didn't go to choir because she had business to attend to and Teri told the teacher she was ditching. Later when Sue was sitting next to her locker getting her books out Teri came by and said you are taking all my friends away and hit her.

Sue continued her manuscript with:

> Then at lunch Lisa wanted to join choir. I waited until she was done eating. By the time we were were finished, the doors were locked (8) Teri spoke up in choir and said, 'Sue is ditching.'(9) She came up crying she pushed me against the locker. It hurt!

Case Five

Another incident that occurred in P.E. was a conflict between Sue and a girl named Phyllis. Sue's manuscript read:

> Well today at P.E. we were playing soft ball. Phyllis... was getting mad at everything. Me Margie, Sally, Sarah and Lisa kept cheering and she kept on calling us foul names. When it was time to go in, I asked her... why was she being a poor sport. I was not meaning it mean! She said she was going to slap me. She called me a b---h about twenty times the whole period. When I was walking to see you, she told me not to look at her. These are her exact words 'Don't look at me you b---h.' I think she was getting carried away.

8At the time of this incident choir was a noon hour elective. Choir members were released from class seven minutes early in order to get through the cafeteria line before the rest of the school were dismissed for lunch. The doors are close twenty minutes later.

9Tattling is a common occurance with our younger more immature students. It is often used in getting even.

Phyllis'(10) written response was:

> Sue Morton is a big mouth! Sometimes she tries to show off, but she just makes people mad at her. Like today, all of us were having a good time and their team was beating us and we all kinda got huffy and Sue said 'Gosh Phyllis every time I turn around you're mad at me,' in a whiny voice that aggravates me something fierce. (11) I said 'Just shut up Sue.' She goes 'You're acting like a ... She didn't finish and I went up to her and said 'What am I?' She just kept on saying things and I said things too. So I just walked off. But the only thing Sue needs to do is just don't be a bug and busybody. She whines and talks behind your back and no one likes that. But otherwise is one wasn't that way, I think she'd be OK.

Case Six

The next incident also happened at about the same time.

Sue writes:

> Yesterday going to the assembly , Chuck G. came up to me and said, 'Did you break up with Jack?' I said yes, then he said 'Good you're going with me' and he put his arm around me. We walked to the assembly and Chuck pulled me by my hand. We ended up sitting by Barbara and Lisa. Barbara started to cry because I was sitting by Chuck. Cindy told Barbara I wasn't going with Chuck and Barbara said, 'That is a bunch of bull s--t!'... After school Barbara and Lisa got Delores and a sixth grader to say 'You just shake that butt Sue, I hope you fall on your nose.' (12)

10Phyllis was a much larger girl than Sue, and was a member of the school softball team. Phyllis was also a highly competitive girl and Sue made a mistake in confronting Phyllis when she was angry. Confronting anyone when they or the other person is angry can be a very dangerous and unwise practice.

11Several students had mentioned Sue's whiney voice.

12When Phyllis' manuscript was read, Sue kept on interrupting and appeared to avoid listening.

Case Eight

In the eighth grade Sue's problems continued unabated. Connie, a new girl in school, had been befriended by Sue and after having a problem, wrote this manuscript.

> In the beginning me and Sue Morton were good friends. I thought she was a sweet, kind, generous, considerate, popular and well liked student. Gradually some of the other students started coming up to me and were telling me that Sue was not that nice to hang around with. (13) Well Monday Sue met me at my house and asked my mom if she could spend the night that upcoming Friday. Naturally my mom had no choice but to say yes although I really didn't object to her staying over. All week, kids would tease me and tell me I was dumb if I had "her" spend the night.

Connie's brother Sam who was in the seventh grade also wrote about the incident.

> When we first came here my sister Connie almost immediately made friends with Sue Morton (14) Connie was excited at first but then Sue started to "move in". Connie was forced to be Sue's best friend. (15) So one day Sue asked me to go with her. Sue is not pretty by any means, but as she seemed nice, so I said yes. Well as it turned out, Sue spent the night at our house uninvited.

13We apparently have an attempt to influence a new student to reject an unpopular student.

14The Counselor suggests to a new student that for the first few weeks that a new student avoid forming a close friendship with anyone until he really gets to know the students in the school. Once a close relationship has been developed, a breakup can be traumatic and lead to conflict.

15In her desire to have friends, Sue continued a previous pattern of dominating the relationship by forcing the new student to be her best friend.

Sue's account of this incident was:

> We met when she could not find her class, I showed her. We became friends. I consider her my best friend. My mom went out of town and stayed the night.

Connie's manuscript continues:

> Well we went ahead and had her spend the night. When we were in bed, Sue had me go and get my brother. I did and Sam lay down on the bed for a few minutes. Then the rumors started. Sue told me and anyone else she could that Sam had gone up her shirt and down her pants (16) I didn't believe it. At first I didn't think Sam knew about it. Well, he did and he said it wasn't true.

Sam's version of the story appeared in his manuscript.

> That night I went into the bedroom and lay down on the bed for a few minutes. Now the rumors came up that I had sex with Sue. I never did, never will, and never have. I was very indignant and told Sue to buzz off. (17)

Case Eight

Shortly after this incident Sue and Connie got involved in a conflict with a rival group of girls. (18) Connie discusses this incident in a second manuscript.

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[16] In an attempt to appear adventurous, and to create some excitement, it appears that Sue herself started the rumors.

[17] Sam was quite incensed by the rumors and the fact that he was the object of an inordinate amount of teasing from his peers.

[18] Sue's group was made up of insecure troubled students while Phyllis' group were mostly athletic girls, who were already involved in dating, smoking and acting cool.

> Today in math class, I was sitting down and some girls started making fun of me so I wrote Sue a note asking her advice. She wrote back saying not to hang around with them. Well they got the note and they read it out loud. Yesterday, I was with Phyllis and was joking with her and she got mad. So I walked away and she said 'I'm sick of you Connie.' I walked to the library and she followed me and started yelling at me. Well I told her I was sorry and tried to be her friend, but she wouldn't let me. Well she brought it up today, saying I called her some swear words when I didn't. Now I think they want to beat us up. (19)

Martha, in her manuscript discussed the incident.

> In math a bunch of kids were bugging Connie making fun of her boy friends clothes and stuff. So Connie wrote a note to Sue asking what to do. Sue wrote back an told her not to hang around with them. She named names, Cheri, Phyllis, Heidi, Linda, you know that group. Well one of them got a hold of it and spread it around. The teacher said, assuming that is was a typical class note, 'Do you want me to read it aloud and they yelled 'Yes read it!' After class we went out and discussed it and Connie started crying.

Sue's version of the incident was written in her manuscript.

> Tuesday in math, Connie wrote me a letter telling me about some girls saying she wore a blue bra and all this other stuff... I wrote her back and told her not to hang around with those people... Cheri took the note and gave it to everyone in class. Then Heidi read it aloud. Then they told Connie that I smoke pot and that they caught me and Lisa smoking weed and my mom and dad smoke it too. We told Connie that it wasn't true. (20)

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[19] In order to justify a fight, a student often will say that the other person called him a name. When this is traced down, most often the person didn't say it.

[20] Possibly we have the use of projection here. In Phyllis' group the use of drugs is accepted as being 'cool.'

> Then Barbara (21) told Connie that there never was a flood here so why does she wear high waters, and why does she wear a purple bra. (22)

In a subsequent note Connie apparently thoroughly crushed wrote:

> Hi! I hate this school. Everyone is so mean. Just because I wear a purple bra, it's none of their business. The other day my mom was dyeing a pair of my dad's pants blue and my bra got stuck in there. And just because my pants don't touch the ground, it's none of their business. Also yesterday Phyllis said I'm sick of you Connie and I said it back to her. Now she says I called her a f-----g b! I didn't. I swear it is the truth. Also everyone is two faced. First they're your friend, then they're not I'm sick of it.

Connie's original manuscript continues:

> When I recieved the note, what friends to hang around with, at first I thought Sue was trying to be nice. Then everybody started telling me it wasn't right and she was being mean. It ended up in the office and got it settled. Little by little Sue's and my relationship broke apart. I started being really cruel to Sue. (23) During that period of our fighting I did not challenge her to a fight. But she told her mother, I did not! Her mom told my mom. Well I got into trouble but I decided we should be friends. We were that way until yesterday when she started to bug Laura.

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[21] Barbara had for several years been a member of Sue's group. However, now that she had "grown up" she had joined Phyllis' group. She appeared to be generally hostile toward her old group and on several occasions was negative towards them.

[22] Here we observe an attack based on the fact that the offender dresses differently from the prestige setting group. Non conformers are harshly dealt with, especially in a conflict situation.

[23] In a deteriorating relationship, the practice of being cruel seems to be quite common among young adolescent girls.

> I told her she'd better leave Laura alone or Laura would get mad. Sue took that as me saying that Laura would fight her. (24) During lunch I was with my friends and Sue started looking for me. She went to my house and then she checked the school. She found me and accused me of trying to fight her. Well we were going to talk it over in the counselor's office. On the way Margie and Jan asked 'Did you fight her?' (25) In the counselor's office, I hit Sue two times and she hit me back two times. I thought it wasn't right to be fighting in school so I stopped. (26)

Laura's manuscript revealed her feelings about the incident:

> Connie is one of my best friends so I'm involved with this thing with Sue. (27) I have to admit I've been mean to Sue before, but I sometimes feel she's provoked it. She can be hateful. I don't like some of the things she does and she seems to me to be a very nasty person.

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[24] Sue, in her insecurity, most probably catastrophised the term "mad at you" to "want to fight."

[25] Margie and Jan are honor roll students who never were involved in a fight during their junior high school years. The writer related this happening in order to note that students who never become involved in assaultive behavior are affected by a conflict and contribute to the problem.

[26] It had been a long established practice to allow students to talk out a problem in the privacy of the office without the presence of school personnel. At times that procedure had been helpful while at other times the conference turned into a screaming match. This time it turned to blows. Because of this the policy was changed that if students wish to use school time to talk out a problem, that a counselor, teacher or administrator must be in attendance. The practice of talking out a problem was abused by the students who wanted to cut a class. They would conveniently decide that now was the time to request permission to use the privacy of the a school office to discuss a problem. The counselor or administrator on checking in would find everyone laughing and having a good time.

[27] Here we have an example of a student taking sides and becoming involved in a conflict out of loyalty to a friend.

> I don't know why she thinks I want to fight her but I don't want to. She always has to cry to Mommy.(28) She's not a baby any more and what happens to her when she grows up and leaves home and something happens? Well she can't always go crying to Mommy Mommy is going to get tired. Now don't get me wrong, I'm not trying to be mean, (29) but she needs to know now or she never will grow up. I feel that Sue could be a batter person if she'd try it on her own. I think people would like her better. She can only have one friend at a time and when someone moves in, she gets her nose bent. That's what happened to Connie and I. (30)

Sams version of the continuing conflict is contained in his original manuscript.

> Then Sue started to get Connie confused. She told her what friends to hang around with. Well these kids caught the note. Connie and Sue went to the office with these other kids. Sue got mad when Connie said that she was to be nice, or not be a friend at all. So Sue came over to the house and told my mom a bunch of lies. My mother believed her and my sister was in bad trouble that night. Though Sue tried to makeup she still wouldn't agree to tell my mom the truth. (31) Connie and Sue became semi-friends again and Connie hung around her for a while. Sue thought Connie wanted to fight her and went to my house at lunch to find Connie. Connie was not at home, but had come back to school and was in the nurses office. Sue found her and was talking with her. Connie got mad and started to push Sue after school. You know the rest.

28A reference to the fact that Sue's mother contacted Connie's over the conflict.

29A common statement found in notes I'm not trying to be mean but.

30Laura was a girl that apparently was embittered due to a physical handicap.

31It appears that Sue expected to be forgiven for her indiscretions with out the need of setting the record straight.

Sue's manuscript continues:

> Then at school she said. I have to change my ways I didn't think so. I said I don't have to change my ways for you. We went on fighting over little things. When we asked to use your room, you said yes. When we got into the conference room, she said 'Sue you are a wh--e.' That made me mad. Then she called me a slut. Then she said 'Did you say you were going to fight me?' She then said 'Lets fight here.' I said 'No that is a good way to get expended.'(suspended) I said 'If you want to fight then you hit me.' 'I'm not just going to stand there. So she punched my arm and I punched her back. She did it again. Then she punched me pretty hard and I did nothing. You came in and we talked to you.

The principal's case notes about the conference of the fifteenth of September stated:

> We aired a note written by Sue Morton encouraging Connie not to run around with those girls listed because they would get her into trouble. Connie and Sue thought they would be mad and fight. Martha was trying to comfort Connie when she was crying in fear of a fight. All thought that the session was helpful but Phyllis. I invited her back tomorrow.

On a followup conference, a week later, the principal received a number of notes that had been collected since the first conference. The first note was from Connie.

> Sue I am mad at you. I am not trying to be mean but I think you act funny. Also Frankie hates you and I just asked you not to hang around me when I'm hanging around Frankie because he doesn't like you. Also in class you got mad because I wanted to sit by Frankie. Well you're not sitting by Sam. (brother) You said you weren't going with him. Also you didn't have any right to tell me who to hang around with. - Signed, Me
> P.S. I don't want to spend the night at your house.

Sue's reply:

> I really couldn't care less. (32) I don't want you to stay the night with me anyway. I have not said anything since we went to the office. I hate Frankie and you can tell him too. Ever since Saturday you've been mean, so don't say your not Good bye. P.S. You have to give me two of those pens we bought I want them today.

Connie's answer:

> "Sue, what would you say if I wanted to fight you."

Sue:

> "I would say, Well, I don't want to fight."

Connie:

> "Why?"

Sue:

> "I have my reasons, I don't like to fight."

Connie:

> "Why?"

Sue:

> "I still like you, but I want to know why all of a sudden you want to fight. I don't think that's right. I still like Paula, Melinda and you. Are you still going to try to fight me."

Finally we come to the case conference notes from the principal.

> 9/21/81 Sue Morton, Connie C. also Linda K. We met yesterday and aired out feelings. Sue is desperately needing and wanting a friendship that is fleeting away. Connie's being badgered

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32The statement I couldn't care less is a common way of method to avoid showing or revealing their real feelings.

> by 'Why do you like Sue?' and students cutting Sue for all her negative behavior, past actions, temper, fickleness etc...Some of Sue's homelife was brought out by herself. She needs to be understood. Seems to have a poor relationship with her mother. This makes her a walking time bomb on most days. She needs to be more assertive. In situations like this she wants not to say much only cry. Connie in the end, was helpful in trying to be assertive and tell her feelings to her mother and others. There isn't probably much of a friendship relationship left. It could grow back if Sue matures and adjusts.

Shortly after this last incident, Connie and Sam moved out of town. They were not heard from again.

Case Nine

In the spring of 1982, Martha M. wrote a manuscript describing another incident regarding Sue.

> The incident which happened yesterday started Friday night. John (Sue's boyfriend) came out of the theater and was talking to me. I told him a few secrets which he asked to know. One is the reason for the fight... She told me this four or five times and then she denied it. however she says its true at other times... It was about five minutes before the bell rang and Sue said 'Martha, I'm mad at you.' I said 'What for?' She said 'For what you told John Friday.' I said 'What?' acting dumb. She said 'About when you were spending the night and something about me making out under the bed.' I said 'No that is not what I said.' She replied 'What did you say?' I said 'Nothing.' She asked 'Was I close?' I said 'Yes.' She said 'Damn close?' I replied 'Yes.' She said, 'Was it about me getting laid?' 'Yes.'
>
> The people who were there were John, Margie and Janine. John started to walk away. 'Come back here', I said and grabbed his coat. Sue gave me a dirty look. The bell rang, I stood there and so did the rest of us... I said 'Was it with Jack R. (a sixth grader)... Sue said

> 'We aren't even friend's.' I said 'You were going with him, right?' Yes, she replied 'But I wouldn't do that with him.' 'Now', she said, 'Did I say recently.' John said 'That is what I was waiting for.' I think this made Sue madder because he was acting like he was on my side, which can make her confused seeing that they are going together. Well, I said 'I'm leaving.' So I went to my locker got my book and left the building.
>
> I saw Sue and Margie. I gave Margie her book saying 'I'm sure you're a little mad, so here's your book.' 'Sorry I did't give it to you Friday.' I started to walk away and Sue yelled 'Don't ever ask to borrow it again.' It wasn't even her book to loan, or not to loan, so I yelled 'It's none of your business you F-----g B.'!
>
> Later, I'm going to reading and I see them talking to Sally. I called Sally over and asked her what they said. They told her to go with them to kick my butt. So she started to spread lies about me... Things to Linda K. who said that Sue and her sister went to bed together and about the boy under the bed when I was there. So I got mad. She said she was going to kick my butt so I got madder and I asked her 'Do you think you can kick my butt.' She said no.
>
> At lunch we have to eat together because we have the same friends. We started it all over again. We argued and argued. Jan could see she was lying so we argued some more and later we made up. (33)

Sue's comments about this episode were:

> Martha is not a good friend of mine. When ever I get a boyfriend, he's her best friend. She told him when she stayed the night with me, we spent the night in our camper... It was me, Patty my sister, her friend and Martha. We were telling ghost stories. It was my birthday. She told John I was laid that night under the bed. Every time I get a boy friend, she spoils it. Pat and

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[33] This manuscript clearly shows the intrigue that exists in a school setting. This manuscript was presented with minimum cutting to demonstrate some of the games played among middle school students. Martha, was well known as one of the main school gossips, was constantly involved in one intrigue after another.

> Margie agrees with me (34) P.S. I don't want to be her friend. I have too many facts to dislike her. She lies so much, rumors and spoils everything. (35)

Case Ten

In the next episode Sue becomes involved in a little mischief with her friends. Pat writes:

> We were in language arts, and we were messing around. All I remember is that Marvin was looking for his glasses. We, Sue Morton, Dick W. and I had hidden his glasses. At the time, they were in Dick's sock. I guess Marvin thought I had the glasses in my shirt. I don't know why, but he did. Then he poked my chest, he did not, I repeat did not stick his hand down my blouse. Of course the rumors flew.

Case Eleven

Sue again found herself in trouble because of note writing. She described the problem as:

> About Danny
> Yesterday, I was writing this note to Danny, (David's twin brother) I would rather not tell you about it. Well, I asked him for the note. He said 'No I will throw it away.' Then at lunch, he said that I got it out of the trash, but I did not. After school he pushed me and said that Sandi saw me drop it. I didn't have it.
>
> About Sandy
> She told be that she found this note about me and Danny. I asked where, she would not tell me. She said she was going to show my mom. If she shows my mom I will get into bad trouble.

34This comment illustrates the polarizing effect of a conflict. Young adolescents, when in a conflict situation tend to get their friends to take sides and form alliances. This may account for the common complaint, 'She's taking all of my friends away from me.' (See p. 26)

35 Sue in this case had experienced the same treatment that other students have accused her of dispensing.

Sandy clarified the situation in her manuscript.

> About the note Sue wrote to Danny, It was getting passed around the cafeteria yesterday at lunch. I read the note and it shocked me to see Sue writing notes like that. It was asking Danny to go with her.
> If he would go with her, she would do anything with him. She named kiss, hold hands, smoke. Then she left three blanks and said for him to write what he wanted to do. Then during noon hour choir, I told Sue that she must of dropped her notes in the library some time yesterday. While I was going to fifth hour, these girls stopped me and told me to tell Sue that we were going to show her mom the notes. But the only reason we told her that, was to scare her and also to try to make her stop writing notes like that.

Case Twelve

Sandy in a later manuscript, made the following observation.

> We were walking back from noon choir and Brad S. was following Sue. He shouted that Sue's family was too poor to buy her a bra. Then some guy threw the award she had won Saturday in the water. By then she was very upset so she ripped it up. Then she went to the restroom and hid in the last stall. (36)

By the end of the eighth grade, Sue was involved in so many problems and was spending so much time in the office that the counselor recommended a suspension in order to get the mother to come in for a conference. Mrs. Morton came in voluntarily

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[36] Both Sue and Brad came from moderately well to do families. As the statement did not have any basis in fact, it was most probably designed to embarrass Sue.

to talk to the principal about Sue's problems. As a result of this conference, an appointment was scheduled for a counselor conference. The counselor was asked to provide some current and cumulative data on Sue's problems.

Case Thirteen

In the meanwhile Sue was in the middle of another problem. The counselor in anticipating a visit with Mrs Morton, called in the students involved and asked them to write a manuscript, explaining that Sue's mother was coming in and would read their manuscripts. The counselor also emphasised that the principal, the counselor and Sue's mother were involved as a team to try to help Sue.

Martha was the first person to write one of the special manuscripts, as she was again involved in the latest episode.

> Well I guess it all started when Sue spread the news about Patricia going to bed with Steve P. (her foster brother) First she told Jack S. about it, which really made Patricia mad. One of the reasons she did it was to break them up because she liked him. (37) Well Patricia and her made up, but in the back of her head, was what Sue did. At band, Patricia walked in and saw Sue sitting next to her chair. Sue said she did'nt want to challenge her for her position. (38) She (Patricia did not practice so Sue challenged her. Later she (Sue) admitted she practice for three hours. So Patricia gave up on her. I did a long time ago and decided I would no longer be her friend so I

37An aggressive way to handle the competition.

38The band members compete for positions in the band by challenging a fellow player in order to determine their seats and playing positions in the band.

can get on with my school work. (39)

Next the counselor called in two girls who were asked to write their impressions of Sue. Both Jan and Margie were friends of Patricia and were interested in being helpful to Sue. All three girls were members of a peer group that had the reputation of being conscientious, hard working students.

Jan writes:

> Sue is a nice girl, though she doesn't seem to think she is. She thinks she's the ugliest girl in the school, but she really isn't. I seems that she gets into fights everyday with her friends. The fights usually do not last very long but they seem to put her down in ways. At home she sees things this way. Her older sister Mary gets to do more things than she does because Mary is older than Sue. Her younger sister Patty gets away with everything because she is younger than Sue. That is how Sue thinks. Sue is really a nice person if she would be herself as she really is. I like her a lot.

Margies comments were:

> Sue, when she gets a friend goes and tells them something that she doesn't want anyone to know. Then if that person tells even a little bit of it she gets mad and says if you were my friend you wouldnt have told. Like in the situation with her boy friend John, he wanted to know more about her, and he went up to this other girl and asked to know everything about her. This girl told some personal things and Sue found out...

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[39] The counselor at times wonders if any studying takes place at school with all the intrigue constantly taking place.

So she got mad and said the same thing. If you were my friend you wouldn't have told. Sue is very talkative and she will go around and tell people things about someone else and that person gets mad. She is a very sweet person way down inside. It seems to me she is trying to get popular and get people to like her.
Things she does to get people mad at her:
1. She gossips.
2. She is very hard to get along with.
3. She always wants it her way.
4. When she does get a boy friend and then she breaks up with the guy, she will try to blame it on her friends. That is why she and Martha got in a fight.
5. She will, after the fight is over, and they say sorry will say she hates them still anyway.

In the conference with Mrs Morton, the counselor reviewed a number of manuscripts. The following negative coping behaviors were discussed.

1. Exhibits defiant behavior in a tight situation.
2. Goes up to an angry person and confronts her.
3. Expects her friends to change their ways but appears unwilling to change herself.
4. Fantasy on sex Seems to want to appear to be sexually active.

Mrs. Morton appeared to be a very kind understanding person. She felt that her husband should be involved in helping Sue, as she stated that they have a postive close relationship. Mrs. Morton planned to set a date for another meeting, however the end of school occurred before another meeting could be scheduled.

Sue appeared to be more relaxed during the last weeks of school. She was observed associating with Patricia Margie and Jan. No further incidents were recorded.

Sue, at the time this paper was written had completed her freshman year at the high school, and according to her younger sister Patty, was a member of the freshman cheerleading squad and was doing well at school.

Summary

Sue Morton, as a middle child appears to be overshadowed by an older sister who was an honor roll student. Unable to compete either academically or behaviorwise with the older or younger sister, Sue found her place in the family constellation by attracting negative attention to herself through her gossiping and antisocial actions.

As a member of a group of mostly insecure troubled girls Sue found herself in almost constant conflict. Her relationships with other groups of girls were chaotic due to her deficient conflict management skills.

Sue in order to gain recognition and attention, apparently fantasised herself as being a sexually active young adolescent. In reality Sue was a dimunitive blonde child who hadn't as yet developed physically, and according to Mrs. Morton hadn't, at the time of her attendance at the junior high school, experienced menses.

Sue appeared to be unable to profit from counseling and conflict management therapy and continued her patterns of self defeating behavior regardless of the considerable amount of time spent in counseling and disciplinary intervention.

It is comforting to note that in assessing the human condition, and especially as regards to young adolesence, the maxim "This too will pass." can serve as a benediction to one's efforts.

It is a tribute to the powers that are beyond human control that children such as Sue do at times appear to heal themselves and go on to become productive well adjusted young adults.

James Walker

FAMILY CONSTELLATION

James was the third child of the four children of Eugene and Krysta Walker. The oldest child Karen was married and had three children. Morgan, 19 was in the US. Marine Corps and was stationed overseas. James age 15 had just graduated from the eighth grade. Bobby age 13 attended the junior high school.

James' father Eugene, a Sioux Indian, was retired from the Navy, and worked as a security guard at the power plant. His mother Krysta owned a craft shop in the downtown area and was disabled due to a crippling disease. Because of their mother's disability, the two younger boys carried much of the responsibility for the upkeep of the home.

James, 15, was about six feet tall and was still growing He was a good looking boy with a ready smile. He had reddish brown hair and brown eyes.

As early as the third grade, it was noted that James exhibited definite effeminate characteristics. The counselor at the elementary school approached the father about her observations. Mr. Walker reportedly exploded and denied that a son of his could have that kind of a problem. He not only refused to cooperate but dictated that James could not see the counselor from that time on . The writer has had several heated exchanges with the father and did not have a working relationship with the family. However, the Walkers permitted the junior high school counselor to work with James over the past four years.

James arrived at the junior high school in the 1978-79 school year. He attended our school for four years as he was retained at his parents request in the seventh grade.

Case One

The first account we have in the files concerns a discipline referral where the art teacher referred a boy Darryl P. who reportedly hit James Walker making him cry. According to Darryl:

> I was playing around with James Walker and he faked crying. He even looked up and laughed at me afterwards. He has been calling me names and everything all year, in front of teachers and behind my back.

A rather cryptic comment was made by the vice principal as to this case. "I talked with both boys and James said it wasn't them." (1)

Case Two

Another discipline referral written a month later by the art teacher directly involved James.

1Apparently James got caught in a game of crying to make trouble for another student. When caught he tried to get out of his predicament by stating it wasnt Darryl. The use of tears as a weapon to get a fellow student in trouble is seldom used by boys on a middle school level.

> James seems to enjoy talking when he was asked to be quiet. Today he purposely was disrupting the class by talking and making noise after he had been asked to be quiet at least three times!

James' manuscript read:

> I was sitting down and Kirk was fighting with Chuck and he thought it was me. So he (the teacher) put me and Kirk in a corner. Then Tony came over and started kicking me, so I stood up cause he kept kicking. So the teacher saw me and I got sent to the office. (2)

Case Three

In case three we have a problem with James teasing Barbara, a girl who lived across the street from the Walkers.

James writes:

> Barbara always is teasing me and Norm and she sits with us on the bus. She says we stink and she and her friends cuss at us but we ignore them. Robert, (Barbara's uncle) told us Barbara was missing last night for three hours. Norm said she probably was with her boyfriend. She got mad at us. We got off the bus and Norm told all his friends that she was with Chuck. I want to tell her how sorry I am for what Norm said, but before I could get over there she threw lemon juice all over me.

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[2] Kirk's story from this point on is so intertwined with James, that the case history might be considered as Kirk's as James. The writer has chosen to introduce Kirk's background information at this point in the case history.

Kirk was the youngest child and the only boy out of three children in the Thomas family. Kirk was described by his mother as an angry child. She related that Kirk had been adopted when less than a week old and had a history of anger problems. When held as an infant, Kirk would become rigid with rage. He started psychotherapy at the age of three and continued until he entered kindergarten. His school experiences were stormy with his anger growing in intensity year by year. By the time Kirk arrived at the junior high school, he had few or no friends. Then he developed a relationship with James Walker.

Barbara's manuscript continues:

> Well we were walking home from Lisa's house Saturday to my house and some man tried to pick us up. I was gone for a long time. All my neighbor friends know about me being missing, so the word got passed to Norm A. and James Walker. They said 'We know where you were last night, you were in bed with Chuck.' I said,'James Walker you'd better shut that mouth of yours before it get's you into trouble.' They told George S. but he didn't say anything. So I threw a plastic lemon, juice was in it and he (James) got it and squeezed it out. I said I'm taking you to the office and get a swat. (3)

Norm's account of the incident was:

> Me and James Walker had to sit together on the bus. We were on our way from Park School when the bus driver told Barbara sit with me and James Walker. About that time James said Barbara was lost for three hours, he said that Barbara had been in bed with Chuck.(4) At first I believed him then I thought Barbara's not that kind of girl. Nothing more was said until we got to the bus then Rita and Barbara made a funny face and Rita said something to Barbara and they were both looking at me. So I just blurted out what James told me which was Barbara went to bed with Chuck T.

The remainder of the time that James was at the junior high that school year passed without any further recorded conflict incidents. A Christian school was opened in town and James transferred to the Christian school near the end

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3In a small town, neighborhood problems have a way of getting to school. Out of school problems then unfortunately become school problems and take up valuable school instruction time in resolving them.

4James blamed Norm for saying that Barbara was with Chuck. However James didn't inform the counselor that he had started the rumor in the first place.

of the school year. The next school year James was back at the junior high school. His father had him retained in the seventh grade because "He didn't learn anything at that school." James signed up for a journalism class as his elective. He was assigned the responsibility of being a cameraman at the first football game of the 80-81 school year.

Case Four

James' account of the first football game was written in the following manuscript.

> I was at the football game and the photography teacher gave me the camera and told me to take a couple shots so I did. Then Doris and her friend came up and said that I wasn't taking enough pictures and that I wasn't focusing it. I tried to tell her what the teacher said but she cussed me out and said she was going to tell the advisor of the newspaper. Boy that made me mad so I called her a donkey but in another way. She said she was going to try to get Stephanie (her friend) to take pictures. Then Doris came back and tried to focus the camera when the teacher told me not to touch it. I got in trouble with the photography teacher for touching it.
>
> At 4H camp she got mad at me and Jake M. through the whole camp cause we got to cook and she didn't. She kept on carrying it on and on.

Doris' comments during the initial interview were "I try to cheer him up by laughing and joking. He will get mad because he thinks I'm laughing at him when I'm just trying to cheer him up."

Doris' manuscript explained her side of the story.

> It all started when we went to camp. James kept bugging me. I said he was acting like a two year old. So he made up the story I was calling him a fag. But I wasn't, I was just getting mad at him for bugging me. Finally we got it all cleared up. Then, when taking pictures at the football game yesterday, we were taking pictures me and Stephanie C. when we met James taking pictures with the 35 millimeter camera saying I dont know how to take pictures. He kept on and on. Then I watched him take pictures and he just snapped, not really focusing. I told him he wasn't focusing the camera he got mad. I walked off. I went to see the journalism advisor and told her what he was doing and she said tell him that he'd better take more pictures, he'd taken about one. I told James to focus or give me the 35 millimeter camera and Stephanie would take the polaroid. He said 'You just want the camera' and called me an ass. I walked off. Then we went to get a drink and came back. He started calling me a bitch. It bothered me I was upset but kept it to myself. Then in the journalism class I ignored him, then he kept saying he was going to tell you (the counselor) I was acting like a bastard. I was upset and said that he was acting like a baby. Then it hit me in language arts, I just started crying because I was upset.

Doris added in the interview that she told James that if he called her any more names that she would go and tell the counselor.

Case Five

In the next month or so James and Kirk were involved in a great deal of turmoil. Apparently a large number of students were having difficulty with James and the situation reached a crisis stage. (5)

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[5] In Scriptotherapy the process of helping children to make a learning experience of a conflict situation takes four sessions. In this crisis, another method had to be utilized.

The crisis became apparent when the counselor tried, through conflict management, to work out the problems with James and Kirk with a couple of students. However, the entire situation mushroomed, and soon the situation was out of control. James, in a manuscript, described the problem.

> First I go to P.E. and its the same thing over and over again. First they say I'm gay and a fag and then they all hit me and I start crying and I feel like I'd be better off dead. When it is shower time they say we're embarrassed to take a shower and they call us "stiff". Its like I am a rabbit and all the others are full grown and I'm the runt left out. The runt usually dies and that whats going to happen to me. I just can't take it. Sam and Pete C. spread rumors about me and I finally stood up to them and boy did I! They were calling us gay fags. Then Sam's sister, Connie comes by and says we're fairy nice. Finally I told all of them to shut up and leave me alone. Then Fred called me a bastard. That was it, my day was ruined. It seems that nobody cares. People call me gay but I know I'm not inside. I always break out crying cause it hurts me inside. It seems like my insides just caught on fire and the only thing left for me to do is sit there and not do anything. Then Dick came over and called me a f----r and a bitch and it tore me apart like I was a piece of paper.
>
> Kirk's always there to bring me up when I'm down and boy does that make me feel better about myself.
>
> In the summer... last year I tried to kill myself. I took twenty-three aspirin tablets and then I went to play tag. I hid with Lewis and I passed out. I was rushed to the hospital and I barely lived.
>
> Last year was just as bad. When people call me names and hurt me I look back at that summer and I wish I would have died.
>
> Robert D. came up to me and knocked the books out of my hands. In science I was minding my own business then Alvin said I stole his eraser and I didn't. He hit me and it knocked the air out of me. It hurt especially since he was one of my friends. Now he is not because he heard rumors about me. People called me gay and it turned him off of me.

In Journalism, first we were putting the Beep Beeper (6) together and nobody would let me do anything. Then Laura got a cup of water and threw it at me. I called her a jackass. Then we got into trouble. I had to sit down.

In reading, were doing a test and Stacy said I was bothering her, which I wasn't. Of course I got blamed. I don't have one reason for wanting to live in this world. I'm about to cry right now cause just getting this out hurts me. It's like I have no heart all that's holding me up are my bones.

At lunch I was playing on the stairs and these girls came over and started pushing me and they knocked my coke out of my hand. That's when I got into another fight. they chased me all over the which was awful. Then I got into a fight with Douglas and I mean't we fought. My life is nothing but trouble. I mean nothing but trouble. Today I was walking to my locker and I told Kirk to shut up and Ben A thought we were talking to him so he hit me and then I went to a teacher's room. Then he went outside and I went to my locker and he came back and hit me real hard in my head and I started crying and I came in here.

I try to be kind, but all I get is that I am a gay fag. I hope you can help me cause if you can't I'd be better off dead.

Kirk Thomas also wrote the following manuscript .

Monday, I went to P.E. and everybody started calling me names like for instance, gay, faggot, sissy and stiff. They say we like to look at them. (in the shower) That went on the whole period. Then the showers came. By this time I was so upset that I didn't even take one. They called me stiff and I ran out and went to my next class which is reading.

I said to Pete and Dick. "I will be nice if you will." They told me to shut up and we went on and on. In journalism, they kept on hitting me. Then Fred, Connie and the whole class kept on making me

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6As the junior high school mascot is the Roadrunner, the school paper is called the "Beep Beeper". This idea is taken from the Roadrunner Cartoon character's sound.

mad cause they were laughing at me. Then the teacher called me up and told me I had a big mouth and to go sit in the corner where Pete and Dick were. They kept on calling me names and told me after class they were going to beat the God Damn Butth--- Sh-t out of me. (Excuse my language) Then when the bell rang the teacher called me up and told me that I'm being terrible and that I am on the second strike. The class is like a game of baseball, three strikes and you're out. She told me one more time and I'm out of the class.

The whole day went bad, I was cussing at people and was in a big depression. I went home and just started crying and I felt like killing myself. Then James called and he just made my whole day worse. If he doesn't get his way, he is a baby. (and he did get his way.) I was planning on committing suicide, but I thought I'd better not tomorrow might be O.K.

I should have killed myself cause tomorrow was even worse. I was O.K. until I got to school then everything blew up. I felt like throwing my self into a black widow nest and then every body would leave me alone. The day started off with P.E. and everybody told me I'm gay and the usual stuff. I felt like knocking Coach'es head off. I try my best but it seems to the coach that isn't good enough. I have to be perfect. I had to run three extra laps that day and he didn't even have the decency to wait for me before he started the next class. The reason I had to run the extra laps is because I had asthma and had to stop.(7) Everybody makes fun of me having asthma and being adopted. Even my best friend made fun of it in reading. Somebody came up to me and said, 'How can you even be related to your family?''The rest are so nice and you're a big brat. James said, 'How can that be, he's adopted' and cracked up. I got mad and left.

7Mrs Thomas was very concerned about Kirk Thomas taking P.E. and notified the Coach as well as the principal and the counselorof Kirk' asthma. Upon receipt of these manuscripts, the counselor shared them with the Vice Principal and Principal. A conference was scheduled between the Principal, Coach and the Principal regarding a developmental PE. program.

In journalism I was taking a drink and Laura said 'Hurry up you gay thing.' 'You make me sick. I said 'Shut up lesbian.'and she told the teacher that I said that, and that I had to sit down till we started pasting up and Laura would'nt let me do one. The teacher made me sit down and said she is going to kick me out.

Then in math Paco G. passed out some papers. He wouldn't give me mine so I hit his hand and he bopped me along side the head. The teacher screamed 'I'm going to write you up and I'm going to call this fighting in class;' and I got an F for the whole day.

Then I went home for lunch and everything was OK. cause my mom wasn't there for me to get in a fight with. Then I came back to school. In science the teacher said he didn't want us in there any longer and that made me feel terrible cause I like science.

The whole day went terrible. When I got home I was in trouble as usual. When anything gets broken it's all my fault and since I went home alone, naturally what was I to think. Later we found out that my dog knocked it over.

Today it is even worse. I can't do anything without getting into trouble. I got up and went to school and I saw a little dog get shot by his master.

I was so mad, I screamed a few words at the site. I hate that person now. I will hate him for the rest of my life. That made my whole day terrible and gloomy. I went to PE. and it was O.K. except for them calling. When we went to our lockers Ben A. hit me and James so we came here. I am sick of it and I can't help it any longer. I have tried my best to cope with these problems but I can't any longer. My life is not worth a bean. I know James does'nt like me, I know he is mad. He glued this back page together, so he doesn't like me. (8)

8After the incident with Ben A. both boys came into the counselors office. The counselor, as usual put the two boys in the conference room to write their manuscripts. A noon hour advanced guidance group had just left and glue left from a project was still on the conference table. The two boys spent the better part of a period writing their manuscripts with the counselor looking in every fifteen to twenty minutes. The last time the counselor looked in the two were laughing and James had glued the last two pages of Kirk's manuscript together. Since that occurrence, the counselor has separated students who come in at the same time to avoid collaboration.

Upon receipt of these manuscripts, the counselor started to obtain manuscripts from some of the students that were mentioned in Kirk's and James' manuscripts. Documentation was also obtained from several of their teachers. As much of the difficulties appeared to be centered in the P.E. and Journalism classes, the writer considered the teacher's viewpoint to be of importance in gaining perspective on the case. The coaches' documentation is presented first.

Kirk:

> Kirk is always complaining that others are throwing rocks at him, that they don't throw the ball to him that they get in his way, when he is running etc, In doing the warm up exercises and calisthenics, at the beginning of class, he very seldom completes a series or does't do the exercise right. Many times when we are running longer distances, he starts off walking and then quits before finished..Even though showers are required, he has not taken a shower several times. When he does'nt get his own way, or when things don't go as he thinks they should go he sulks or pouts. When the boys are allowed to pick for sides in a game, Kirk is one of the last one's chosen.

James:

> James seems to have a lot of ability in physical activities, although he is somewhat uncoordinated. He usually does not put out much effort in doing something. In warmup exercises, and calisthenics, at the beginning of class, he usually does not do them unless he knows the teacher is watching, and even then, the does not do them right, even if he is capable of doing them right. In games, quite often, James not only doesn't help the side he is on, but quite often interferes with his own team mates so they can't play well either. Today... we were playing touch football and James stood over to the side being a cheer leader, with motions and

> all, even though he was supposed to be playing. At times it appears that he is doing things distractive to deliberately antagonize the other boys in class. When the boys are allowed to choose players for sides, James is one of the last ones chosen.

The journalism teacher made a complete report about James and Kirk's behavior in class.

> At the beginning of the year both Kirk and James seemed to be good interested students. Near the end of the first week they asked me how they were doing in class. My response was something along the line that they both seemed to be trying, their writing was good and everything seemed to be great.
>
> Beginning the next week the class became less structured. Students worked individually and in groups on their first drafts and rewrites. James was still able to control himself and did a good job on this assignment. Kirk began to hang back and seemed very uncertain and unsure of his abilities. I assumed that once he had made it through his first interview, he would settle down and things would be fine. He and James worked together quite a lot and seemed supportive of each other.
>
> The following week, Kirk began to demand attention, by calling out unrelated remarks and inappropriate questions. He and James became a discipline problem because of their talking. I separated them and asked that they try to control themselves. They agreed to try.
>
> The following week I began to hear that Kirk or James, but usually Kirk had hit someone, was goofing around, or disrupting things in one way or another. Again I tried speaking to Kirk I told him that we didnt have time to spend goofing around. I told him his out of classwork was good but in class he was causing too many problems. I reminded him that the class had been warned that some class members would be asked to find another class if problems came up.(9)

9The journalism class was popular and over thirty students signed up for the class making it too large for maximum effectiveness. A new teacher was assigned the class.

> He indicated that he didn't want to change classes but he understood. Again he agreed to try harder.
>
> This week has been very bad. Kirk has not been included and when he tried to force his way into groups, he acted in a very immature way, calling names, moving pasteups, grabbing papers etc., and was met with anger from the groups. Because of the size of the class, I have not helped him get into the groups as I could have. I will work on this.
>
> In reading,(10) James and Kirk have also been problems because of their talking. James was accused of throwing spitwads, but I didn't catch him. Kirk today kept talking to himself.
>
> Other Observations
>
> Both Kirk and James are very submissive to the point of looking at their feet and not looking at me when they are disciplined. My requests usually keep them quiet three to five minutes before they get out of control again. In writing this I am wondering that if separating them caused more problems than it solved. Perhaps they need the security and compassion they offer each other Kirk seems very nervous. He often chews his nails and is giggly. James too chews his nails, but he does it only occasionally and seems more calm. He enjoys Kirk's antics. Both seem immature in their personal relationships.

In reviewing student manuscripts, more insight was gained into the conflict. Dick W. was one of the boys mentioned by Kirk and James. His manuscript stated:

> James and I have had some disagreements. I have called him faggot, because he acts like a fag. It wasn't nice, but he has called me stupid, dog, fag and a SOB. He has picked on me and slugged my knees when I was sitting in class. I have also said he was gay.
>
> Kirk is also saying things about me. He has kicked me and slugged me. He is the only one I have hit back so far. I have also called him faggot for the same reasons. I have also said that he was gay.

10The teacher had James and Kirk for a literature class.

Pete C. a friend of Dick W. made these comments.

James:

He is spreading the rumor that Sue Morton does it, or indulges with every boy at school, mainly Sam M. He bugs me calling me a sissy, faggot, horny, chicken, shut up, stick it dog. He keeps starting fights by butting in when I am arguing with Kirk Thomas, sticking up for him. I threaten him by saying; 'I'll knock your teeth down your throat', or 'I'll rearrange your face' or I'll knock your a-- up around your shoulders. I call them fags because I truly believe they are. I also said 'stick it.'

Kirk:

Kirk Thomas is always saying stuff to me just to start a fight, such as faggot or 'Shut up Pete' even when I haven't said anything. I also threaten him with the same threats I use with James. I've also challenged him to a fight. I kicked him yesterday because he kept his nonsense. He calls me faggot, dog, dummy, sissy.

Sam, Connies younger brother wrote.

James Walker passed around rumors about me and my sister's best friend. (Sue Morton) He said that when she spent the night, we did vulgar things ie screwing, feeling, blowing, humping.

Kirk Thomas has been calling me and my friends names. I have been told to stick it, stuff it, cram it, shove it and to shut up. I have also been called idiot, jackass, dog, fag, and jerk. I don't take too kindly to this.

A black student, Ben A. admitted hitting James after being called a black dog by both James and Kirk.

Robert T was accused of hitting James. He stated that he had never hit him. However, he stated that he had told the coach when James didn't shower and he felt that James would be mad about that. He stated that James won't participate in P.E., and he felt it was a "big problem those two together."

In journalism, a boy Alvin T noted that when Kirk does something, James follows after.

Douglas B. a sixth grade student was mentioned as being in a fight with James Walker. He wrote:

> He was standing against the wall, my cousin pushed him and he pushed my cousin. I said 'Don't push my cousin and I poked him and called him a faggot. He called me dog sh--, and I said 'You are!' My cousins kept on calling him names so I punched him and he punched me and I kicked him and he kept on punching me. He called me a kicker and I told him to shut up, I can kick if I want to.

A witness to the incident, Sally S. wrote:

> Douglas B. called James a faggot, and James said 'You are.' The other boys called John a mother fu---r and faggot. Then Douglas punched James in the stomach and then James said he did not like people punching him for no reason so he started to fight.

As the manuscripts came in it became readily apparent that the conflict had mushroomed out of control. The counselor, vice-principal and principal decided that a two front approach was the best way to handle the situation. The principal would handle all of the disciplinary actions necessary in order to get the students off of James and Kirk's back. The counselor would continue the individual sessions with the two boys.

A strategy was determined in order to provide a solid basis for administrative action.

On the first referral, the strategy was to try to determine what role was being played by James and Kirk as well as the behavior that was being exhibited by the students in conflict with James and Kirk. Then both parties were asked to cooperate by establishing a truce in which each side would cease making comments or using aggressive behavior towards each other.

On a second referral, the principal would call for a parental conference, suspend the offending student or give corporal punishment. Very few students violated this truce.

It appeared that the students were keeping their end of the bargain, but Kirk and James had threatened almost everyone who offended them, to take them to the office and to get them suspended. They were also using the threat of the office in order to get their own way. After receiving this information, the administrators and counselor decided that the counselor was to confront the boys separately about the problem and try to get Kirk and James to stop using the office to intimidate students with whom they were having conflict.

The counselor first called in Kirk. After the review of the teacher documentation and the manuscripts Kirk branded all as a pack of lies, including the teacher documentation.

The counselor then confronted Kirk with the fact that he was not owning up to his behavior and the part he played in the conflict. Kirk immediately exploded and accused the counselor of betraying him, and that everyone was against him. He also attempted to intimidate the counselor. The counselor countered with the premise that Kirk's behavior and his manipulating might be a ploy to gain attention and that he appeared to be involved in a power struggle. After this Kirk stormed out of the counselor's office. James wasn't seen because within an hour, both Kirk and James had written letters to the principal asking to get out of the intervention program.

Kirk's letter:

> Mr. Carson:
> I don't want to work with neither of you. I have thought it over and thought I'd better write this note or the counselor might hit me and become a real mean shark... I do have problems. I don't even think of working with someone who even doubts me. Why would I come to you, for what attention. I've got plenty of that. I came here cause I needed help but I'm not coming tomorrow and I'm not working. You can't force me because I won't. I can work out my problems with another person, a psychiatrist (11) The counselor also told me if I did't want his help I didn't have to have it. So Goodbye Kirk

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[11] Shortly after this episode, Kent's parents engaged the services of a psychotherapist in Flagstaff and Kent and his parents entered a family therapy program. The parents had met regularly with the counselor and were deeply concerned about Kirk's problems. They had experienced many problems at home and it appeared that a referral for psychotherapy was needed.

James' letter:

> Dear Mr. Carson:
> I am going to have to stop meeting you You haven't helped me now that me and Kirk have been separated Now, I think if I didn't even get involved me and Kirk still could be together. I still may be called gay and fag but its OK. Now I think Me and Kirk are not going to be good friends. But I went too far and I don't want to go any further. I guess I'm just going to have to hit the bottom of the well which I think I just did. (12) I can handle my own problems cause it don't make others appear. Thank you for what you did do. I know deep down inside, I want to keep having your help but when you moved me and Kirk it hurt me. I know the counselor is in this more than you!!! James

Upon receiving the letters the intervention program was shelved. For a week everything was quiet and then both boys reported to the counselor that help was still needed and the program was reinstated.

At about the time that the boys wrote their letters to the principal several program changes were instituted at the request of the teachers. First, a program change was made in the PE. classes. The coach noted that the first period was much more peaceful with the boys separated. He stated that when James and Kirk were in a class together, the entire class was in a turmoil. In a staff meeting of the boy's teachers it was then decided that Kirk and James should be separated in all classes. The counselor felt that

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[12] The reference to "shark" in Kirks letter and the phrase "bottom of the well" from James' letter, came from two modern parables the counselor used in his guidance classes.

the boys needed each other for emotional support but in light of the problems that had been caused in the classrooms and that Kirk and James had started feuding, it was decided to change their classes on a trial basis.

Periodically James and Kirk would get into a fight. The principal's notes revealed that Kirk had told a Mark D. that he hated James. In the counselor's office Kirk maintained that he disliked James, however they were seen together constantly. Sam M. reported that James and Kirk were in a fight and Kirk had asked Sam to help him beat up James. James in response told Sam that he was going to be suspended as Kirk was going to turn his name in.

With the first wave of conflicts under the control of truce situation, the counselor and administration were prepared for the second wave. It was this second wave that prompted Kirk and James to renew the intervention program. James initiated the process by submitting a list of fourteen new names of students who were attacking him. Most of the charges were about the same, but a new escalation was noted.

In the "Beep-Beeper", there was a gossip column called "The Flashes". A sixth grader had written that Kirk and James hold hands and kiss, and had put it in the flash box. As only initials were used in the flashes, the advisor let that one slip through the editing process. This statement was the stimulus to start the new wave of problems.

This wave was composed largely of sixth graders who, with the exception of Douglas and his cousins,had not been involved in the conflict.

A Mandy P. commented to James, "I hear that you have been calling people to the office for calling you gay." She then according to James, started saying other things. Upon further investigation, it was determined that she had made the above comment only, and James had turned her in.

Every few days either James or Kirk would show up in the office with another list of students for the principal to see. Invariably James' list would state what other students had done to him, but seldom what he had done to help create the problem. The principal had seen over fifty students in this program and in a administrative staff meeting it was decided to ask Kirk and John to, in turning in names, add what they had done in each case to contribute to the problem. This caused a problem for the two boys as they had until that point seemed to avoid taking any responsibility for their conflicts. They attempted to turn in a list to the principal and were told that they hadn't analyzed their part in the conflict. The list was returned and the boys were told to make suitable revisions before any action was taken. This brought Kirk and James into the counselor's office storming that the principal had abandoned them. The counselor then assisted Kirk and James individually to analyze what they had done in each case to contribute to the problem. Shortly after this no further lists were turned in and the program was terminated. James was observed at the noon recess playing football with a group of boys and Kirk found a new friend in Mark D. Shortly after this incident James signed up for the wrestling team. Again there was a flurry of talking and comments, however, James seemed to take these comments in stride and they were not formally reported to the principal.

Case Six

In this case we again have an incident involving Laura. John's manuscript states:

> The last few weeks I've been having trouble and I haven't said anything. Laura has been making smart remarks all week, but today she really made me feel bad. She started embarrasing me, she was saying like 'He's going to run and tell on me to the counselor, he protects him.' Sue Morton started telling me to go to the office. She said she will tell everything that she (Laura) said and if it keeps on, I'm scared that I'll fall back down again. Something should be done.

The records show that this referral was given to the vice principal and a conference was held with both students.

Case Seven

This incident again involves Doris B. James writes:

> We were playing, well I thought we were playing. I touched her book and she started saying 'Get out of here jackass.' I said I wouldn't be talking. Then she called me a bitch and it went through all period. The next day, I said some

> thing I shouldn't have. (13) She was showing a picture when she was little and some one said she looked like her little sister and I said but uglier. Then I went in the journalism room, and she told Sharon N. that I took notes of hers, but they were mine. Sharon and Doris started kicking me and I didn't get time to show them they were mine. They took my assignment and ripped it up and I got a zero for not having it. Then she said I took her notebook and I didn't even see the thing. In journalism, she started calling me names and than Stephanie said 'Shut your face.' and Doris said not face, gay butt. That did it, I called her a few names like stupid brat, pig and jackass. She also said as she is the Four H Plant Leader she wasn't going to let me come to the meetings.

Doris was thoroughly angry when the counselor attempted to use conflict management skills to settle the problem. She denied making any of the statements mentioned in James' manuscript and stated that she was going to break her relationship with James permanently. As far as can be determined, she has never spoken to James since that time. Her manuscript reveals her anger.

> James starts it on Monday in literature. Taking my books, especially my one green notebook with my history notes and stories that I like to write in it. Everyone knows that I don't like people to get into it. So he takes it. I tell him politely to give it back but he keeps it and doesn't give it back until finally he does, then he starts pushing at my other books. I scream, James leave my books alone. So he takes the notion I'm mad, which I was. He called me every name in the book. I just said "Thank you I love compliments." He kept calling me names and I didn't say a thing. I tried to ignore him but he makes the effort for me to notice him. He'd trip me when I walked down the aisles, run

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[13] This was the first recorded instance of James owning his problem in a conflict.

> into me when I'm in the hall. I tried not to let it bother me, but it did. I went to the counselor before and nothing was solved. So when I saw him outside, I told him what I thought.
>
> I don't care to try to help James anymore because it hurts and ruins me. I want my hands washed free of the matter. Because James calls me every name in the book, I call him a baby and that's all and I get in trouble not him. So I want to be free of the matter, and I called him a thief when my notebook was taken...

Case Nine

The next incident concerned Janine T. and Martha M. Their letter states:

> Mr. J.
> I am writing about James Walker and Kirk Thomas. Yesterday at the assembly, Martha M. and I were sitting on the side bleachers and James and Kirk kept kicking us in the back. We both turned around told them that we were going to beat the snot out of them. I would appreciate it if you would talk to them about this. Janine

James gave his side of the story.

> Me and Kirk were standing up and I went to sit down but I accidentally kicked her and then she slapped me. Kirk kicked her then while she was cussing me out. I kicked her again and she slapped me again. Then she said she was going to get a boy after me. Paco hit me and I started to cry.

Case Ten

In case ten we have a conflict in which James played a more passive role. He writes:

> Our English teacher was writing on the board and Tonia G. started to say 'Get your fat head out of the way.' I started to say 'Why don't you shut up.' Then I started talking to Rudy. Tonia said 'Shut up you gay fag James. Rudy said, 'She's got a big mouth and I said 'Yes she does.' Then she said why don't you go on a diet Rudy ?' I said ' Don't pay no

> attention to her, she's got a big mouth and all you have to do is forget that she is here. She then started getting smart with the teacher, and she said I'm going to get you James, if you tell the office. She also said, I'll get my big brother after you and Rudy...

The principal handled this case as the teacher filed a disciplinary referral on Tonia.

Case Eleven

The next incident concerns James, Kirk and Mark D. Mark D. had become a friend of Kirk's after the two boys were separated in their classes. Kirk again maintained while in the counselor's office that he disliked James and didn't want any further dealings with him. However the two were still seen chatting with each other and they were beginning to find new friends. James wrote about this incident.

> I was walking and talking with Kirk and I was asking him if he took a test. Mark D. was telling Kirk not to talk to me and Kirk mumbled something to me and Mark D. hit me in the jaw.

In talking wih Mark, he admitted that he didn't like James. He stated that too often, when he wanted to be alone with Kirk, James would butt in. He said he was tired of James butting in and hit him. (14)

14Apparently John needed to learn some of the non verbal signals that people give when they need to be alone. He also needed to learn that people have a need for privacy.

Case Twelve

Case twelve concerns a counselor initiated referral in which a Navajo boy, Jason Benally, and some of his friends were tormenting James. As Jason had a history of intimidating other students, the counselor suggested that he be suspended until a parental conference could be held. After the Vice Principal and the counselor held the conference with Jason and his mother, he didn't bother James any more.

Case Thirteen

In case thirteen we observe a possible flareup of an old conflict concerning Pete C. and Sam M. and Dick W. As the problem with James and Kirk as described in Case Five had subsided, and that they were being targeted on a more infrequent basis, the counselor chose to take only James' manuscript and that of a witness Dick W.

James' statement reads:

> I was talking and playing with Sam M. and Pete wasn't too happy with that. He was giving me dirty looks. When Journalism was over, I was walking down the sidewalk and he came and pushed me ahd hit my books out of my hand. I picked them up and gave him a dirty look. When I was coming down the sidewalk after math, I moved for him and he ran right into me and said. 'I don't know how you made wrestling, you can't even stand up to me. I gave him another dirty look. Then this morning he started calling me fag and that got me mad so I said 'Phooey on you.' He said 'Say it don't spray it.' and hit me across the face. He said he was going to tell that I spit on him. I told my mom about this and she said if it keeps up she'll come down.
>
> Also I want to tell you, me and Mark D. are

> really getting along. He is joining wrestling. Kirk is coming to watch me and him. (15)

Dick W. shared his view of the incident.

> Me and Pete was walking around school and Pete saw Sam playing football with James. Pete said Sam, conference. (16) and James flipped Pete and me off. I said the first thing that came to my mind which was 'Shove it James' While we were talking, James came up and walked over by Sam. I said 'James you had no reason flipping us off.' Then he left saying something which I did not hear. (17) Then Pete said which one, meaning him or me. James said 'Both of you.' So Pete and I started chasing him and he finally ditched us. When we found him, me and Pete caught him. So Pete and James almost got into a fight. they just stood around waiting for the other to start it. Pete said, 'I don't like to throw the first punch'. I don't know James reason. They had never fought before. You could tell by the way they acted. They just threw a couple of punches but they didn't connect. They were punches that gave away that they didn't know any defense. I'm glad they don't either, in a way because if they did there really would have been a fight.

Dick made another comment which clarified the cause of the conflict.

> James has been picking for a fight lately. He has been picking at us with names trying to start something. It started when he and Doris were fighting, he was bugging Doris and Pete told him to knock it off. He has been at it since.

15Another first, James had something positive to share in his manuscript.

16Pete, an only child, lived on a ranch miles from town. He, appeared to be somewhat lacking in social skills and was considered as being different. He at times was subjected to being called gay and fag, as that seems to be a term relegated to people who do not fit into the social swim.

17James resented Petes imperious attitude and reacted.

Case Fourteen

This incident involved James and and several members of his P.E. class. For the past couple of months, James had been increasingly involved in school activities.
He was about the tallest boy in the seventh grade and had grown so rapidly that he had difficulty in maintaining his balance and coordination. The wrestling program had been helpful in helping James regain his coordination and in the process enhancing his self esteem. In previous years James had largely played with the girls at recess, and in hassling and fighting with the boys. Now he was spending the greater majority of his lunch recesses playing touch football with the boys.

The conflict in P.E. was due to a misunderstanding over P.E. shorts. We issue P.E. uniforms to each boy and girl. Each gym uniform is numbered, and has the school name on them. James' manuscript stated the problem.

> I opened my locker and pulled out my P.E. shorts and put them on not knowing they were anyone elses shorts. Marty went around to look for his shorts. He told Kenny the ones he was wearing were his shorts. Then he came over to me and said they (the one I was wearing) were his shorts. I said they were in my locker. Then Art jumped in and said he threw them in there, and Art started hitting me over the head and trying to "pants" me in front of the whole class. I started crying and left. Art then said he didn't start it and they all agreed because they know that Art will hit them. (If they don't back down)

James also complained that:

> Coach doesn't even give me a chance, I wanted to be in basketball so bad and he did't even give me a chance.

In talking with the coach, the counselor determined that James had tried to go out for the league team. The league members are mostly eighth graders and were graduates of our intermural program. Our intermural program involves our sixth, seventh, and some of our eighth grade students who do not qualify for league play.

The counselor suggested to James that he join an intermural team. He took the suggestion and enjoyed the remainder of the season playing intermural basketball.

The counselor felt that it was important to talk to Art about the incident of the gym shorts. In preparation for our conference, I asked him to prepare a manuscript.

He wrote:

> We were in P.E. and Marty told him nicely to take off Marty's shorts. James didn't so Marty said these are my shorts and James said no. Marty told him to get them off again James refused. So we went to the coach but he didn't do anything about it. I got a hold of James, and he started hitting me up against the lockers so I hit him. Thats when he left.

As the matter involved the coach and gym policy, this case was referred to the principal and the Coach the three boys, and the counselor held a conference on the matter.

Case Fifteen

James had joined the cast of a school play that was an outgrowth of a lesson in the literature class. James was cast as the Parson in "The Mellerdrammer". He managed to get into difficulty with Laura who was cast as the Parson's wife. As Laura had been involved in several conflicts with James, she wasn't too happy to be cast with James as husband and wife. Laura wrote about the problem.

> Yesterday when I was at play practice, James was acting very weird. Well I didn't think anything of it until he started calling people names. At a practice, we were standing in a group and I was being squished. I politely asked James (at least I think I asked politely), to move over a little. His reply was 'No you bitch.' I was very ticked off by now and I don't know what I said. If it was anything bad, I am sorry. Well we went on to the next scene and James was saying his lines too fast and not loud enough, so I told him in a nice way and he blew his top. Well it all ended up that I got chewed out in front of him. Now I was mad!

In discussing the case with the teacher, she stated to Laura that she was the director and she was in charge. Apparently Laura didn't appreciate this.

The counselor in talking with James discussed the role of stress in causing problems at play practice. James was able to realize that stress may have caused him to behave as he did as well as Laura and the teacher. After the conference James wrote:

> What I learned : Stress can really get you to be really uptight. It takes only one person's smart remark to make you explode and become angry and say things you do not mean to people. I said some things at play practice and they all had play jitters. When someone says a smart remark we all exploded. We should all learn how to handle stress cause you can really go down the well and you have to work yourself up.

Case Sixteen

In this episode James has difficulty with Charles E. a boy from our special education class. James writes:

> It all started today. I wasn't going to eat my lunch so I took it with me so I could play basketball in the gym. I set my lunch down and Gary A. and Charles stepped on it, and Gary threw it across the floor. That's when I told Charles if he wants his books, come and get them cause I'm not going to get in trouble with a teacher.(18) I was just steaming mad so I went and threw his books out. I was going to my next class and I met Charles and he started saying things and cussing. I could have hit him. I called him jackass. Then I walked off and he said he was going to the office.

As Charles was limited in his writing ability, he had his teacher write his manuscript.

> James said I took your books out of my locker and ripped them up. Your papers too!

It turned out that James did tear up one of Charles note books but that was all. (19)

18A school rule states that people are not to share lockers. The junior high school has enough lockers to accomodate all students. One of the greatest problems we have is in maintaining the security of lockers. Student's invariably give their combination to other students and they share lockers. This contributes to theft and vandalism.

19James bought Charles a new folder.

Case Seventeen

A new student, Frances V. moved to town. She came into the counselor's office and announced that she liked James Walker. The counselor mentioned that James needed friends and that he had been through a difficult time earlier in the year. Frances stated that she had heard about James' problems and wanted to help. The counselor received a note from Frances in the next few days.

> Dear Mr. J.
> You told me if I heard anyone call James Walker names to write their names down.(20) Well James and I were sitting outside talking privately and Pedro M. called James the queer. Frances

In a few days Frances again wrote a note:

> There is a girl named Rose Marie and she told me James Walker and I wanted to make love, and that James didn't want to go with me if I didn't. I wouldn't say a thing like that if she didn't say it. But James and I are friends.

In talking with Rose Marie, the counselor determined that she also wanted to be James' girl friend and this was Frances' way of dealing with the competition.

Rose Marie wrote this manuscript discussing the "love triangle".

> The first time I saw Frances, she wanted me to give him (James) a note. Well when I saw him I gave it to him. The second time I saw her, she asked me if I wanted to go with him. I said no. Then she asked me if I liked him. I said yes.

20Apparently Frances considered tattling as helping James. This behavior was immediately discouraged.

> The next time I saw her. She asked me if I wanted to go with James. I told her no. Then she called me over and she told me if I knew what James wanted to do with me. I told her no. She said 'Well she wants to make love with you.' At the basketball game Friday, she said that me and her and James were going to the office and that is the last I saw of her. Rose Marie

Considering that James had been so universally rejected earlier in the year, the counselor considered that this new development on the part of two sixth grade girls as being a positive development.

Case Eighteen

The next episode, James was involved in playing match maker. Heather's manuscript describes the incident.

> First, he asked me to be his girlfriend. I said yes. Then he started cussing and lying to me. Then he hit my friends. That made me mad, so told him if he did it again I would get him for it. He did it again and I hit him. Then he hit me. I tried to hit him back (and started to chase him around the library table) He started throwing chairs (in my way). I hit two of them and got hurt. I didn't want to get him in trouble so I came to you for help (21)

In investigating this conflict it turned out that James was acting for Charles E. who wanted to be Heather's boy friend. Heather thought it was James who wanted to be her boy friend and was confused by his behavior . James was trying to clarify the situation, but Heather wouldn't let him. The hitting of friends turned out to be playful slapping

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[21] The counselor's office is a place to solve problems not create them. Apparently Heather understood this.

between Heather's girl friends who were teasing James about liking Heather.

Heather considered the entire episode as hilarious when she realized that Charles liked her, and that James was trying to make overtures in Charles' behalf. Charles and Heather remained as friends through the remainder of the seventh and in the eighth grade.

Case Nineteen

The end of the year was approaching and failing slips were out. Due to James tumultuous year, he was scheduled to be retained in the seventh grade. James reacted by calling his English teacher names and refusing to work in class. She responded by having James suspended from class until his parents came in. James reacted to the suspension by ditching school with Charles E. and going home to pack as they had planned on running away. James' father caught them and brought them to school. James wrote about this incident.

> The first place I goofed was in forgetting my books and for making smart remarks to the English teacher and calling her dirty names. Instead of facing my problem, I lied and told everybody that my dad was coming in. I really didn't tell my dad for one and a half weeks and my problem grew bigger till I couldn't handle it. I wanted to run away from home cause I could not face my parents or my problem. Charles then wanted to help me but I didn't want to get him into trouble. He insisted so I let him as he had some reason to go with me I would have solved this problem if at the start I would have told my dad and not talked back, and this problem would have not grown.

James indeed had come a long way as his story matched perfectly Charles' story, as well as that of James' father. The counselor felt that James had learned a valuable lesson.

Case Twenty

The school year was almost finished and thoughts of the Junior High Prom was on the collective minds of the greater majority of the junior high students.

James was caught up in the prom fever. Carl G. wrote:

> When I got in the room the bell rang. Then James started telling me about Charles and Patsy going to the prom. (22) I asked Patsy if that was true and she said no. Then Patsy told James to stop spreading that rumor. Then James called Patsy a bitch. James told me he was going to the prom with Carol. Then he told me Eugene and Patty went to bed together. Patsy called him a pig and a whore.(23) There were more names called but I need to say them... Every day they fight and say things to each other.

Patsy's manuscript stated:

> James Walker has been spreading rumors about me and Charles. He asked me if I asked Charles to the prom and I said no, so he went and told Carl that I asked Charles to go with me to the prom. He also said that I went to bed with Charles and this morning that he was going with Carol H. I asked Jackie S. (a close friend of Carol's) and she said no!!! So I called him a pig.

James statement was:

> It all started when Charles started saying he was going to the prom with Patsy and started saying

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22Heather, Charles' regular girl friend could not attend the prom because of religious reasons.

23It appears that young adolescents are not too discriminating when it comes to calling names.

> he wanted to go in a car with her.(You know what I mean) You can ask Carl, he (Charles) said it today in the library. Well I went to my first period class and we were talking about who and who were going to the prom. I mentioned that Patsy and Charles were going, and Carl with a big mouth started telling her and bragging about it. She said I was a queer and that I was going with Esther T.(a special ed student) and I wasn't at all. Now Carl asks me every day if I'm going with Patsy and asks me if I'd like to go to bed with her. I said no and Patsy got Carl to say that, by giving him a piece of gum. I should know, I was right there. I called her names, for instance jackass and bastard.

Case Twenty One

James' last episode of his seventh grade year was with a girl Carol H. (24) As the vice principal was involved in this incident he had James write the following manuscript.

> I can tell you better what happened by writing about it (25) It all started when we went to the Circle K and bought some potato chips. Danni tried to buy some cigarettes, but they would not let her. We went to the Seven/Eleven where they would sell them to us. We saw a man that Carol knew. Carol asked if he would buy some wine and cigarettes so he did. We waited and he came out with the cigarettes. He said they don't have that kind so he went to the Circle K. While we were waiting, we had a cigarette. He then came back with a bottle of Seagrams Seven. He asked us if we had a joint. Danni said no but when she gets them she will give him one. We then started and caught a ride (with some high school students) to the track field. We were all drinking and the high school students were

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24Carol had a reputation of being incorrigible and was considered as a "very tough chick."

25James was one of the most fluent writers in the junior high school. He told the counselor that he could think better when he wrote about his problems.

> smoking. I deserve (the rest was crossed out)
> to go to juvenile if that is what you think.
> I'm really ashamed and I know Danni is too. We
> should have some kind of punishment.

James, Carol and Danni were suspended for this act. A very stormy interview was held with James' father who tried to blame the school for James' problems and for the fact that his son had been retained in grade. He removed James from school for the last week saying he was going to enroll him in a military school.

In the first week of the next school year, James returned to the junior high school. He brought a letter from a tutor who had worked with him on his English coursework all summer for three hours a day. A very impressive folder was also included. In a verification phone call, the teacher described James as a very hard working student who had accomplished more than was required to meet course standards.

Our school has a policy that a student who has been retained can be reviewed at the beginning of the next school year. Due to the recession, there was no summer school so James took the other option and upon his urging his parents contacted a tutor. We were very impressed with James' effort and his retention was rescinded. James had won a major victory and his self esteem was greatly improved.

In his eighth grade year James seemed very happy in school. Some of his teachers complained that all James wanted to do was socialize and have fun. His grades were passing but he appeared preoccupied with reestablishing himself socially with his peer group.

Case Twenty Two

James put a note in the counselor's box. He wrote:

> I'm having problems with Jackie S. We are having trouble and fighting. It's a cussing and rumor fight and I need your help.

James and the counselor had a conflict management session where we discussed how to repair disturbed relationships. The counselor did not call Jackie in for a conference but suggested that James handle the situation himself. He was asked to report back on the results of his first conflict management session. About a week later the counselor saw James in the cafeteria lunch line, and asked him how things were and how did his conflict management session work out. He stated that everything worked out fine. He apologised for his actions and she did for hers and then they had a long talk. That same day Jackie gave the counselor a beautiful smile in the hallway. James at our parting said I think I can handle the next one on my own. The counselor felt very pleased indeed with James new-found maturity.

A final note regarding Kirk Thomas was written by his Literature - Journalism teacher.

> I feel compelled to comment upon what I have observed as an amazing and exciting change in

> Kirk Thomas. At the beginning of the year Kirk seemed extremely nervous about social relationships with other students and the relationships and behavior often exhibited were antagonistic and inappropriate in many ways. In the past five weeks I have become aware of a change in this behavior. Kirk seems happier with himself, with other people and with the world (especially school.) He smiles laughs and comments in a fun way rather than a cutting way. He has developed relationships with other students believing that they really do like him and they do. Students are now choosing to sit next to him, realizing his intelligence, asking his opinion and giving him the respect he now deserves.
>
> Although my experiences are not those of a personal friend, I feel such a change in Kirk's overall impression of the world that I feel excited and happy that he will be a winner from now on. He is sensitive, intelligent, and is becoming confident.

The Thomas family was transferred out of town to a large city. The counselor visited with Kirk, on his last day at school and read him his teacher's letter, and gave him a copy to take with him. Kirk was looking forward to his new school and neighborhood and was confident that he would be successful there.

Summary

James and Kirk both had a long history of social problems. Their elementary school experience had been stormy.

Mr and Mrs Thomas had recognized Kirk's problem from birth and had invested heavily emotionally and financially on Kirk's behalf.

Mr. Walker having a dependent crippled wife and being service connected, apparently had so many personal and marital problems that he was unable to give emotional support to his growing children. Karen, the oldest, had been in a great deal of difficulty while in early adolescence as had Morgan to a lesser degree.

Being a Chief Petty Office and a very masculine individual, Eugene Walker couldn't accept the possibility that James could be effeminate. Mrs Walker, with her physical problems, was unable to be of much help either.

When James and Kirk arrived at the junior high school, as sixth graders, they were quiet and well behaved. James did exhibit some negative manipulative behavior when he attempted to get another student in trouble by feigning crying (case one), and in blaming others for his problems. (case two)

At the beginning of the seventh grade both boys appeared to use considerable self control in their Journalism class and they were accepted. Kirk, however, after three weeks began to evidence insecurity and he began to resort to attention seeking behavior to mask his feelings of inadequacy.

As he began to act out, he was subject to negative peer group pressure and James also insecure, apparently followed Kirk's negative leadership.

Soon this attention seeking behavior escalated to a to a power struggle where James and Kirk fought the peer pressure they had generated. This failing, they began a revenge cycle by tattling to the principal, counselor and anyone who would listen. James and Kirk used gossip as a weapon to gain revenge on their peers.

A build up of negative messages and James and Kirk's revenge seeking behavior eventually led to a situation where a large percentage of the student body were also involved in retaliatory behavior.

At first the principal's intervention techniques were utilized by James and Kirk in gaining further revenge. However, after a time a satiation point apparently was reached. Hastening this point was the fact that each of the students accused by James and Kirk were encouraged to express what the two boys had done to contribute to the conflict. James and Kirk were constantly reminded of their own misbehavior, however, they were able to rationalize their behavior by saying they had just reacted to the other party's action.

As teacher documentation was added to the student manuscripts, Kirk was unable to face the accumulated evidence of his misdeeds, and he and James quit the conflict management program.

The counselor and administration, realizing that a crisis had occurred in James and Kirk's case, placed the program on hold.

In a week the pressures again began to mount and James and Kirk were able to come back under the counselor's and principal's terms and began to admit their anger and behavior problems.

The crisis weathered, progress in utilizing positive conflict resolution skills was noted.

One of the major contributors to the crisis was the decision to separate Kirk and James in all classes. Apparently both boys possessed sufficient ego strength to handle this trauma and both boys began to develop new friendships. James joined wrestling and school sports while Kirk possessing superior intelligence, was able to concentrate on academic excellence. Kirk made the honor roll the next six weeks after the separation.

James' participation in athletics and new friends, had a positive effect on his self image. As he was now associating with the athletes, he began emulating their stance and behavior and gradually his effeminate characteristics subsided and his walk and manner became more masculine. The girls began to see James in a new light and he was able to establish a masculine relationship with the opposite sex. In the process he was to become involved with members of the drug scene as James said, "They are the only people who accept me."

In the eighth grade both James and Kirk flourished, Kirk academically, then socially and James socially. James so preoccupied with socializing that it became a detriment to his studies. However, his grades remained passing so he was promoted from the eighth grade.

Kirk's Literature - Journalism teacher eloquently described his change in a final documentation written a few days before the family moved out of the district.

It is the counselor's prognosis that·barring any further major trauma, James should do well in high school and once established socially, will begin to perform academically according to his ability.

Gabriel A. and Nancy N.
and
Brent C. and Kristina P.

Brent E was a handsome Hispanic boy, who, at the age of fifteen was in the eighth grade. He was the undisputed King of the campus and one of the schools top athletes. He was the first boy to come to the counselors office with problems with his girl friend. After Brent had found that his experience in the counselor's office had been productive, he encouraged several of his friends to come to the counselor's office to discuss "affairs of the heart."

One of the first to come in was Nancy, who hearing about Brent's successful experience, decided to discuss the problems she was having with her boyfriend Gabriel. Nancy was a tall athletic girl who was in the eighth grade. Her boyfriend was an older more mature seventh grader.

Nancy writes:

> I just want to get everything settled. When we were together, I would talk about guys. I didn't mean to. I liked this guy name Mark for a long time, and every time I see or think about him I would say something, even in front of Gabe. I knew I did wrong, but I really liked Mark a lot. Gabe and I used to argue before, but we would settle it. To me I felt that every argument we had, he would say it was my fault. I feel that we both had part in them.
>
> This past Monday afternoon, we were talking good. Then he started walking off and didn't say where

> he was going. I wasn't mad. I was trying to talk to him after school. It seemed like he didn't want talk to me. So I went to their baseball practice. I called him and he answered rudely to me. I didn't say anything. After practice I waited for him and told him I was gonna walk his way. He said OK if I wanted to. We started walking but he was hardly talking to me. Some thing was wrong. I wanted to read a letter that I had written him. When I asked him for it, he was rude to me. So I turned away and started walking off. I heard him tell his friends that now I was gonna be all mad. I turned around and said it wasn't me, that it was him that was acting like an a--hole. I didn't mean that either. I was hurt cause he didn't talk to me as much. Things started changing I started to give up on Mark (a high school boy) cause I really started liking Gabe. He was so kind with me.
>
> I started liking Gabe and more things started falling apart. He wouldn't talk to me so I tried to talk to him, he wouldn't listen to me. Someone told Gabe that I was holding hands with David which was't true.
>
> I heard him say I was an animal. I asked him if he had called me that and he denied it. I've been wanting to get things straightened out, but he won't listen. I really care a lot about him. I want to settle this problem so I can stop hurting. I have been failing in my classes because of this and I don't want to go on getting bad grades...
>
> I hope he can understand. What ever he has to say to me I am willing to listen to every bit of it. I am willing to accept whatever he decides about us. He might think it was stupid to come here but there wasn't any other way it could be settled.

After reading Nancy's manuscript to Gabriel, he stated that he was glad she came to the counselor's office. He then wrote his manuscript.

> Whenever I was with her, she would always talk about other boys and wouldn't really pay any attention to me. Then when I said Hi to

> another girl she would always say 'That's tight.' (bad) But when she would talk to another boy or wrestle with a boy, she didn't want me to get mad at her. When I was really mad, she would ask me if I was mad and I would say no. So I started to stop talking to her and it just fell apart.

The counselor met with the two several times individually; however, the relationship gradually drifted apart.

Brent, had been a client of the counselor during his seventh grade year. At that time he had been having academic problems. Brent had a fine attitude, and the counselor had predicted that in his eighth grade year he would play a prominent role in our eighth grade class.

As King of the campus, Brent choice of campus queen was a very pretty seventh grader Tina P. Tina was a petite yet physically mature young lady whose father was was an executive and engineer at the power plant. Tina's mother, a house wife was deeply involved in Catholic charities and work within her church.

Brent and Tina were chosen as Sweethearts at the Sweetheart Valentines Ball. They made a handsome couple and were the talk of the campus. Their picture made front page on the "Beep Beeper".(1)

1This practice had been traditional at the high school and had been used for several years,at the junior high school. The Sweetheart idea was abandoned because that much attention and popularity appeared to be too much for our young adolescents to handle.

After the dance Brent and Tina were seen together constantly. It was becoming quite noticeable through public displays of affection that Brent and Tina were getting involved in behavior that well might get out of control.

A disciplinary referral form was filed on Tina and Brent when they were suspended until a parent conference. The principal had observed the two in a lengthly kissing episode while they were lying on the playfield lawn.

Tina's statement was: "We were sitting on the grass kissing and then you drove up."

After the parental conference, held in the principal's office, she wrote:

> Mr. Carson
> I am writing this letter as a committment to you
> and to my parents, that I won't kiss any boys
> on the school grounds while I am at school here.
> Tina

Shortly after this, a very angry Brent wrote this manuscript for the counselor. He entitled it "My Feelings"

> Mr. Carson School Principal
> He got me mad when he told my mom that it
> wasn't a little kiss. I felt like slapping him
> down. Mr Carson is a nice guy but he didn't
> have to tell my mom that. I could have told
> her myself. Paul and Stephanie were real bad
> last year (2)

2Paul and Stephanie were the campus King and Queen last year and their public display of affectionate behavior appeared to be setting a trend.

You should have seen them. Mr Carson shouldn't have said that because it made my mom feel bad. Now my mom thinks I'm a bad kid.

Mr. Shumway Vice Principal and Wrestling Coach (3)

He really gets me mad. He needs a little kick in his a-- because he said we were necking in the bushes. Thats not true... We were in the bushes but I promise you I didn't kiss her once.

Mr. J. Counselor

Your're really a nice guy. I like you a lot. You're my best teacher. You're not like the other teachers you let us get our feelings out. You kind of made me mad when you said something getting a girl------ you know what. (pregnant) (4)

Me

Yesterday I should have come to your guidance class. (noon group) I just got carried away playing basketball and the Tina came and made it worse. I'm a dumb a-- for doing that. If anyone bothers me today Im going to flatten their a-- and I mean it.

Tina

I really don't want to lose Tina because I love her. I wouldn't do anything hurt her. If she wants to break up ------ fine with me...

Mom

My Mom didn't let me date until I was fifteen. She lets me date now because she trusted me. But not I don't think she won't let us date any more. My mom told me in the hallway that I should leave her alone for a while. But I said no. I love my Mom too, but I don't want to hurt her.

3Brent was one of the finest wrestlers on the team.

4After reading the manuscript the counselor had a special session with Brent. Brent's anger with the counselor was discussed and the dangers of overstimulating a young girl was emphasized. Brent appeared to be naive on this aspect and appeared to be very grateful for this discussion.

In a few weeks an angry Brent again presented himself to the counselor. He wrote heatedly:

> At first I was just playing around. Everybody said he was grabbing Tina's a--. I told him I was going to kick his a--. Then he said to me that he was ready.(to fight) George S, (Brent's cousin) told me he wasn't scared of me. I really don't want to pick a fight, but it seems he is jealous of me and Tina. It seems that he knows whats coming, and I'll do it too!(5) I don't care if he talks about her but grabbing her is stupid. Once while I was talking to him I told him he'd better not try to break us up. Then he said he would. I told him if he does I'm going to kick some butt. He said 'Try it!' But I just walked off. He thinks I'm chicken but I'm tired of walking off. I'm not really jealous, but he has done so many things to her I just got mad.

The counselor read the manuscript to Art and pointed out that Brent was a foot taller and outweighed him by fifty pounds. The counselor also added that if he got into a fight with Brent after all that had gone on, he would most probably be considered as the aggressor and would be eligible for an automatic suspension. The fight was averted.

In the next few weeks everything was quiet as far as far as Tina and Brent were concerned. Then Tina came in and wrote this manuscript.

> Mr. J.
> Wednesday, Well Brent and I broke up because he said we weren't getting along very well. That afternoon he called me up and we talked for about a half hour. He asked me stuff like 'Can we still

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5Art had bragged that when Brent went on to the high school, he was going to take over Tina and Brent wouldn't be able to do a thing about it.

be friends and are we still going to the prom together.' and things like that. I told him yes to both questions. Than he told me that he still loved me and he asked me if I still loved him and I said yes.

Earlier that day Gabe wrote me a letter telling me that he liked me and all this stuff. I told him that I liked him too (this was after Brent and me broke up) but I didn't mean that I really really liked him a lot. I just mean't that I liked him a little ya know. But then I told Eric I loved him.

That is one of the problems because Gabe thought I liked him a lot and then Brent knew that I still loved him. Then yesterday Brent and I didn't talk at all at school, but heard that he was calling me a bitch and a whore, so I was pretty mad. So I wrote Gabe a note and told him that, and he wrote back that he really liked me a lot and not to worry because I am not a bitch and a whore.

Well after school Gabe called me up and we were talking on the phone and he told me Brent was going out with Christine. I go oh, then somehow Brent told me that we weren't going with each other to the prom. I can't remember how he said it, but he did so it was off, the prom and the relationship.

I thought that was the end but it wasn't Gabe, Shelly C. and Art went to Tom Burns house after school and they were playing basketball outside. So after I got off the phone with Brent, I went there to watch them play. Then after a while they stopped playing and sat on the fence over by me. Then Gabe, Shawn, and Darryl P. started talking. Then Shawn came up to me and asked me if I would go with Gabe. I thought about it for a minute and thought about Brent and Christine and I decided to say yes. So then we were going together and to the prom.

Then I went home and then Nancy called and asked me if I was going with Gabe. I told her yes. Then she told me that Brent still liked me, and he wanted to go with me and I felt awful. (6) I told her I'd always like him and all this stuff, and then she called Brent and told him all the things

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[6] Nancy was Gabe's girl friend earlier in this manuscript Nancy came from a large talented family that had emigrated Mexico when Nancy was preschool age.

> I said. While she did that I talked to Gabe for about a half an hour. Then Nancy called back and I told her how I felt about it and told her I was gonna tell Gabe I had to think about it for a while at least until I got everything worked out with Brent. I tried to call Gabe to tell him that but it (the line) was busy. Then Brent called me and he was mad and I told him I'd talk to him in the morning. But I haven't had the chance. I wrote Gabe and told him I had to get things worked out so he is kinda mad at me and I don't know how Brent feels.

Upon Tina's request, I called in Brent and probed his feelings. The counselor didn't at this time read Tina's manuscript to Brent in its complete form but outlined the predicament that Tina had been placed in.

Brent stated that he still loved Tina. The counselor suggested to Brent, did he really expect Tina to sit and wait for him to change his mind. Brent stated 'I was a fool to break up with Tina. The counselor reminded Brent that in his earlier manuscripts that he had accused several students of trying to break up his relationship with Tina. The counselor also pointed out that it would be natural for them to be waiting in the wings for Brent to break up with Tina.

Brent then asked the counselor to tell Tina that he loved her and still wanted to be her friend. The counselor stated that it would be better if Brent talked to Tina himself as it would be valuable for him to learn how to patch up a troubled relationship. The remainder of that period was spent in behavior rehearsing what he would say to Tina.

Tina and Brent went to the prom together as did Gabriel and Nancy. Both couples were radiant and stated that they had a wonderful time.

The school year ended with Tina being promoted to the eighth grade and Brent graduating and going to the high school.

The next school year started and Tina was in the counselor's office before a week had passed. She reported that she and Brent had finally broken up for good and that now she was going with Tom B. who was a high school freshman.

She talked briefly about her fears that Brent would give her a hard time when she got to high school and stated that she did not want to go on to high school when the year was over.

A few weeks later, a new problem had arisen and Tina again visited the counselor.

Tina writes:

> Marie, Tara, Annie and I think Terry and I were all sitting down at a table in the cafeteria eating when Rita, Betsy, Beth and I think Char and Rena... came over. I think it was Betsy who started talking, and she said, "We heard that you wrote some stuff on the walls about us that we were bitches and stuff...'
>
> I go, 'Me and Marie didn't write anything on the wall about you guys'... and one of them said thats what Heather told us. I go, 'Well we didn't write anything on the wall about you guys ...' Then Rita goes 'Well if you have anything to say about these guys, say it to their face.' I go

> 'I didn't write anything about those guys!' Then they left. Then in about five minutes later, Rena and Char came up to us and Rena goes 'Come up here you guys, we hafta talk to you.' So we got up and followed then over to a table where a bunch of people were standing and Heather was sitting. I kept telling those guys that me and Marie didn't write anything on the bathroom walls about them and Betsy goes, 'Well thats what she told us', meaning Heather. Then Heather got up and left and sat down by a teacher. I left the crowd with Marie and went up behind Heather and go 'I didn't write nothing on no bathroom walls girl cuz I didn't.'
>
> I'm not sure if I should've written this cuz I don't want to get in anymore trouble with them. Than I'm already in.(7)

Marie, a new girl at the junior high wrote:

> Rita and her friends have been writing me these notes that are kind of hateful. They have written some to Tina P. too. They are more hateful to me than they are to Tina. My problem started about three days ago and ever since then Rita and a bunch of other people have hated me and Tina, especially me! Betsy has really been hateful to me and I didn't even do anything to her or anyone else for them to hate me. That bunch of girls have gotten a bunch of people on their side by telling them things about me and Tina that are not true. Such as, they make something up that me or Tina are supposed to have said about them that we didn't say and the people they do this to get mad at us just like that. I have gotten really upset about this and so has Tina. Bettina, used to be real nice to me. But now she is so hateful.(8) She is always giving me dirty looks. When she looks at me and I glance over at her, she rolls her eyes and turns her head away. When she passes me or something like that she is clearing her throat.

7Tina added "I'm not sure is the above is in exact words but it is more or less what happened." (The omitted sections were mostly comments like [something like that]. Tina wanted to be as accurate as possible.

8Bettina admitted bumping and giving dirty looks.

> Every day after school when I walk by Rita's locker she looks at me and she comes through and bumps right into my shoulder.

Rita L. one of the girls in the group that Marie and Tina were in conflict with wrote her manuscript describing her reaction to the problem.

> There are several reasons that I don't like Tina but not as much a I dislike Marie. For one reason... Marie and Tina are always talking about us and everything. Tina and I used to be good friends until Marie got in the way. I still do like Tina a little bit but it's only obvious if she hangs around Marie, she must talk too!... She wrote something on the bathroom too... For Tina, she is always giving dirty looks and for Marie, all she knows how to do is roll her eyes at us. It really upsets me.
>
> But Tina is a real neat chick and I still want to be friends with her if she will stop talking about any of us. But I'm not too sure of Marie...

Charmaine C wrote:

> The reason I don't like Marie or Tina because they think they are too good for anybody. I thought Tina was a friend. I'd better think again. Tina's body went to her head. (9) Marie acts like a high society child who doesn't care about nobody but herself. If Tina and Marie don't have any respect for me, I think I shouldn't even have respect for them. I don't like people calling me a bitch. I don't know who wrote that

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[9] Tina as mentioned earlier was undoubtedly the prettiest girl in the junior high. She was sylphlike and very well developed for a child her age. In the Beep Beeper last year a regular feature was run on the perfect boy and girl. i.e. eyes like Sally, Hair like Suzie, face like Doris and body like Tina. Mention of Tina's body was in at least three issues. This feature was discontinued at the request of the principal due to the negative effect on the student's so mentioned, and on the general student body.

> on the wall but I have a good feeling that Tina and Marie wrote it. I know Tina's handwriting and plus also some sixth graders saw them when they wrote it. They say words can never hurt you. but words can hurt from inside. (10)

Charmaine commented in the interview that Tina is changing. I don't hate her, but I don't like her as I used to.

Betsy appeared to have a large unresolved anger fund as she wrote.

> The reason I hate (11) Tina and Marie is because I I don't like people who write things on the bathroom wall like they did and they'd better cut it out. They also think they're too good for everyone but they had better think again, cause I'm just as good as they are and so is Charmaine, Beth, Terry , Rena and everyone else. I hate to tell them but they got to clean their act up. They write on the wall that me, Char and Rita are bitches. They should look at themselves in a mirror, not at their looks but what's inside. (12)

10The counselor, in his guidance classes likes to chant his own version of the sticks and stones poem.

Sticks and stones can break my bones,
But words can really kill me.

Broken bodies can heal but the damage done by a few angry, cruel, thoughtless words can cause permanent irrepairable psychological damage.

11The word hate was heavily underlined three times.

12The counselor heartily agrees with Betsy's last statement. Out of an angry outburst can come words of wisdom.

Summary

As may be noted by the reader, the four case histories described in this section were those involving boy girl relationships, and the conflicts stemming from these relationships.

The case of Gabe and Nancy was intertwined with that of Brent and Tina and because of this, was presented in an intertwined form.

As the reader may remember, Brent, an eighth grader, was the acknowledged leader at school or as the writer terms, King of the campus. Tina, a seventh grader, became queen through her relationship with Brent.

Gabe, a seventh grader was the heir apparent to Brent and in the eighth grade proved to be a leader of lesser magnitude than Brent. He also chose a seventh grader Beth as his girlfriend. Due to the cancelling of the practice of electing a Valentine King and Queen and the demise of the feature "Perfect Girl and Boy" from the Beep Beeper much of the problems of previous years was averted.

For the past three years the Campus Kings had been Hispanic males while their queens were Anglo- Americans. Paul, Brent and Gabriel were all athletically gifted, were league championship wrestlers and were clean cut students with a great deal of personal charisma and power. Stephanie, Tina and Beth were all physically attractive intelligent young ladies who were also athletically inclined and were popular in their own right. Their popularity however was enhanced by their relationship with the campus leaders.

In the case of Nancy and Gabe we have a young girls struggle to learn how to avoid creating jealousy in a boy friend by discussing former boyfriends. The time honored practice among girls of discussing boys was apparently well known to Nancy nevertheless she soon found out that Gabe didn't share her enthusiasm for the topic. Another concept that she learned was that of a double standard. According to Gabe and verified by Nancy was the fact that she resented Gabe talking to another girl. However she was unable to recognize the double standard and Gabe's anger when she not only would talk,but would play and wrestle with other boys, while she and Gabe were going steady.

We also have a masterful example of conflict management on Nancy's part where she attempts to patch up the relationship between Tina and Brent because her boyfriend Gabe was showing an active interest in Tina.

In the case of Brent we have the story of a boy and girl who have found their "first love". We also see Brent facing a group of competitors who are waiting for Brent and Tina's relationship to break up to move in. We also find a leading competitor and fellow wrestler Art, a seventh grader daring to challenge Brent over Tina.

We have the impetuosity of the young adolescent when following a newly established code of behavior expected of a campus leader of the public display of affection being challenged by the school authorities. We observe the anger created by the humiliation of the confrontation as is reflected in the boy's manuscript. It is interesting that Paul had set the standard and Brent had followed it. It is also interesting to note that Gabriel was more discrete in his public show of affection after Brent's suspension and parental conferences.

Finally we have the tragedy of the dethroned Queen Tina subjected to the humiliation of being accused of writing obscenities on the restroom walls by the newly established Queen, Beth and her court, Betsy, Charmaine, Rena and Rita.

This public humiliation was to continue for over six months unabated through vandalized books, obscenities scrawled on restroom walls and by harassment over the phone at all hours of the day and night. Tina's distraught parents finally came to school for a conference with their daughter's detractors in order to stop the harassment.

Fortunately the statement "This too will pass" (p. 151) finally came true . Cindy and two of her detractors were elected as Freshman Cheer Leaders and in working together towards this goal, their animosities lessened and friendship was again possible.

Ella Begay

Ella Begay was a Navajo student who was often involved in conflict at the Junior High School.

Ella was a tall athletic girl, with sparkling eyes and ready smile who excelled in basketball, P.E. and other school sports. She was one of the most outstanding athletes at the junior high.

Ella however had a reputation of having a hot temper and of enjoying fighting. Because of her athletic ability she often assumed a leadership role in her physical education classes.

Case One

Her first manuscript discusses a problem in her P.E. class.

> We were in P.E. and Cindy was to go to choir. I just took her hat off and Cindy got mad and said 'You fu---r!' I said 'You shut up!' She said 'No!' I pushed her and she said 'You fu---r' again. I pushed her again and she still called me that name . I pushed her and she walked away.(1) She said I'm going to tell Rena. (2) I said that I didn't care and it wasn't any of Rena's business.
>
> She said 'So I'll tell her to kick your butt." I said 'I don't care.' So she went into the P.E. locker room where Rena was. Rena said nothing.

1Cindy, a Hispanic girl, was much smaller in size than Ella.

2Rena is another Hispanic girl who is almost as tall as Ella and also had the reputation of a fighter.

> The bell rang and she went and I was mad, and the people said what happened? I told them and they said "are you going to kick her (Cindy's ass? I said I was. Then I went home for lunch.

Case Two

Again the setting is the P.E. class. Ella was acting in the position of squad leader.

> I was letting two girls out of P.E. and Leilani (3) was in my place. I asked her to move and she said 'No'. I just pushed her and she pushed me... It went on and on. I got my place back and Carol M. started to bud in (butt in) which was none of her business. She wanted to fight so I was going to. She said I was picking on little kids and I said that I wasn't picking on no kids. Lelani was talking about me. I don't know what she said. Carol M. was my good friend for a while for a while, until that happened. I was not scared to fight Carol. The teacher told us to leave but we didn't leave... We stayed there for a long time and Mandy P was talking s--t about me. I was getting mad. I just kept on standing there for a long time until another teacher came and took us to the office. I didn't want to fight, but if I don't fight they would tell me I'm chicken I wasn't chicken of her at all.

The next incident Mandy, an anglo girl got into a conflict over Ella's behavior and attitude.

Case Three

Mandy's manuscript states:

> She always acts as if she is the King or Queen. When someone makes a basket she'll say 'Luck shot I should have been guarding her', or sometimes in a great while she'll say 'good shot'. One time she was going for the basket and someone stole the ball

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3Leilani was a interesting combination of nationalities. Her mother was a local Navajo, her father Samoan. She was born and raised in Hawaii.

> from her. She said 'I can't believe it.' Sometimes she'll miss a basket and say I can't believe it.' If you ask me she hurts people with some of the things she says, even if she doesn't know it. One time she started on me, I just told her... that she should cool it, so she did for a little while. After lunch we both have math together. I went to ask the math teacher a question. When I was walking back to my desk, she said 'Don't be acting bad.' I told her I wasn't and it went on and on until it was time to go to another class. After class I looked for her. Finally I found her. We talked it over and it was settled. But before it was settled, she started saying that I got ________ to stick up for me. (4)

Case Four

This incident also occurred in P.E. Cindy described a conflict she was having with Ella.

> Well, we were in P.E. and Ella Begay said,I forgot what she said. I said 'Shut up.' We were just playing around and she started running after me and she tripped and fell. She said I pushed her and I said 'How could I have pushed you when I was in front of you running. I went to the locker room and everyone was telling me she wanted to fight me. She passed me and she said 'I'm going to kick your a--!!' Everyone was saying your'e in for it now. The reason I came here is cause you said for me not to get into any more fights!!!!

Case Five

The next incident that Ella was involved in was the time honored Navajo practice of giving people a nickname. This practice among the Navajo is limited to those people that they consider as being friends. (p. 143) In this case however, the nickname calling was started between two Anglo girls with the

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4The name of the person was omitted on the original manuscript and a line was drawn instead.

Navajo girls joining in later.

> Ella discussed the incident in her manuscript. 'OK, we were making up names and Loretta called Katie an old crusty goat. (5) We laughed then Cathy called us names, we laughed. Then she called Lula (a Navajo girl) a big bird and then Lula called her a crusty old goat and she cried. When you white people call us names we don't cry or get mad. She called names to Serafina (a Hispanic girl who recently arrived from Mexico) and Serafina got mad. We said we were just kidding and she said 'Tom Boy Ella' and I said 'You crusty old goat'. Then she got mad. She pulled her desk back and Loretta said 'Don't be stubborn.' Then Cathie laughed. Then Loretta put her desk back where it was. When Lula put her folder up, Cathie knocked it down. Then Lula put it up again and Cathie knocked it down again. Lula got mad and called Cathie a crusty old goat. Then we went to art. Lula and Loretta made up.

Case Six

Ella's next conflict was an ongoing conflict with a Navajo girl who was the foster child of junior high school faculty member. This conflict started during the summer vacation. The Navajo girl Sadie Tso stated:

> We were at the elementary school roller skating and my brother and this Salazar kid got in a fight and were hitting each other. A man came stopped the fight and we went on skating. Then were leaving to see my mom here at the school. At this time it was parent conference time and like I said we were on our way over to the Junior High and Ella said 'You're going to tell your mom, and she called her (mother) a 'f-----g bitch.' She started to hit me and then my mom

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5The term crusty old goat is a Navajo term which refers to the fact that in the spring, the reservation goats get diarrhea from eating the newly sprouted green grass. The long hair of an angora goats hindquarters, becomes encrusted with manure.

> came out and she ran off as she is scared of my mom. Ever since that time she has been after me. Just the other day she said if she ever caught me by myself she would kick my a--.

In the conflict management session, the following facts came out. Sadie stated that they used to be very good friends. She was on her brother's side during the fight while Ella was on the Salazar kids side. Another reason was given that she was a very good friend of a Miguel Martinez, and Ella was too. She felt that Ella might not like her because of that. (6)

In November, Sadie was again in conflict. Sadie wrote:

> When she came to school, I didn't like her looks, and what people have been telling me about her. I didn't like her at all. When she told the teacher... I called her a bitch...it wasn't true. She said if I didn't stop calling her names, I would get it. She kept on saying it and she wanted to fight so I fought yesterday. She wanted me to fight at the skating rink but my friend Roxanne (an adult) came and I wouldnt fight. So she kept on wanting to fight her so I did. I was getting upset, I couldn't take it anymore so we fought.

In the first episode the counselor had discussed Sadie's manuscript and she had written a short statement stating that "She is in art with me and one day she was mad with me so I didn't talk to her and I wasn't going to fight her at all."

6In an interview with the elementary school principal, the counselor checked into the history of the conflict between Ella and Sadie. It was reported by the principal, that Sadie and Ella had been fighting over the attentions of Miguel Martinez during the entire fifth grade year.

In the second episode Ella was more explicit in her comments.

> Okay, she started it. She started to call me names like 'You fu---r. She wanted to fight me so we did. She was about to throw the first purch, then her mother came and I went. Then she called me a chicken. I said 'You fu---r, I'll get you one of these days. Then her mother said get in the car. Then she slapped her and told her to shut up. Then I ran. Two weeks later on I saw her, I said 'let's fight.' She said 'No'. I said you chicken, and she said 'Shut up', I said no. Then she took off. Then it was school time. I said 'When I see you again I'll kick you're butt.' That went on for a long time.

The counselor met with Ella on several more occasions and finally had to get the vice principal involved and threaten a suspension in order to get Ella to stop her aggressive behavior.

Ella's mother came in and was very angry with the counselor and vice principal. She asked if we were suspending Sadie or was she free just because she lived with a teacher. She also accused the vice principal and counselor of being prejudiced towards Navajos. The counselor and the vice principal repeated the facts as brought out in the manuscript and Mrs. Begay left, still angry. Later, Ella told us her mother had trouble in school and was very angry and disliked the Whiteman.

The remainder of her school year was peaceful.

Case Seven

In the eighth grade, Ella started to have problems with an

Anglo girl Mindy Smith. Again the conflict continued over a long period of time and involved a number of students. The case was brought to the counselor's attention when Mrs. Smith called the principal Mr. Carson.

Mindy's statement was taken the same day as Mrs. Smith's phone call.

> Ella has been bugging me for the past two years. We've been friends off and on. She jokes about being friends every once in a while. First she says we are friends, then she says she hates me. She is only joking but I didn't know that. Then after I found out she was joking about hating me I just said if you're going to play around about being friends, we should't be friends. That's when she started saying that she is going to fight me.
>
> Then at the football games she said let's fight so I fought her at one football game. Then she still kept on saying it. At another football game, she wanted to fight and I said no. When the game was over, my sister wanted to talk to her, but she wouldn't talk. Now at the Halloween party she wanted to fight me. I said No. She kept following me everywhere I went. So I told my dad and he went over and talked to her. After my dad got through talking to her, she walked by and called me a narc. Then my mom caught her and said she is telling the office.

When the counselor talked with Ella, she at first seemed to be in a highly elated state. She had been seen by the principal and had been told that unless she stopped her assaultive behavior, she would be referred to the juvenile probation officer. When hearing this she laughed and told the principal to go ahead, she didn't care. The principal didn't understand this behavior nor could he understand why Ella being referred to the juvenile probation officer as being funny. In questioning Ella, she clarified the reason for her behavior. The probation officer had dated her older sister. Ella also told me that she hadn't been involved with the law previously.

Ella also shed some light as to why she had followed Mindy at the Halloween Party. She stated that one of Mindy's friends Brigit had made a comment when Ella had wanted to fight, saying "All Ella knows how to do is fight." Ella also stated that Carrie had been saying a lot about her and that Carrie had gotten her in trouble with the vice principal.

Ella's written statement shed further light into the problem.

> It started when Mindy Smith started calling me names, which I thought she was playing around and then it got too far.(7) So I told her I was going to fight her. She didn't do nothing at all. Her friends were doing it for her. I told them its not your business so 'bud out.' They didn't believe me so I just ignored them. Mindy told Candy so she started to bud in. I didn't want to fight Candy. I didn't get the chance to fight Mindy.
>
> This year I did get the chance. One Friday night we started to fight. She wasn't scared to fight. I told her if she didn't want to fight go home. She didn't.(8) We started yelling at each other. Then

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7Ella stated at first Mindy had called her a fu---r. Mindy denied this saying that this saying wasn't in her vocabulary. Mindy did admit that she told Ella that she thought she could kick everybody's butt. Ella agreed that was the statement that made her mad.

8Mindy felt that Ella didn't have the right to tell her to leave. She felt she had as much right to be there as Ella.

she started to slap me. I was getting mad, I was running after her. Then her friends started to bud in. I just pushed them out of the way. Then she started to walk away. I stopped her and I pushed her. We started to fight. We fell down then I got on top of her and I was going to hit her. Then all of her friends jumped in and started to hit, kick pull my hair. (9) I'm not sure if I hit her. Then a high school teacher stopped the fight. He asked for our names, we told him and we went home.

The next week on Monday, her friends told most of the kids that Mindy kicked my butt which she didn't. Then I heard that she was calling me names and that she was talking about me. I was getting mad again.

On the homecoming game, I told (asked) my friends if they would help me if her friends jumped in. They said yes. At the game she came with her friends and sister. Two minutes before the game was over, I was about to fight her again. I started to fight at the baseball field and she called me a name (10) when I went down stairs. I heard what she said I started to run up stairs then she took off. Some told me she was crying. Then I heard she had called the police so I took off.(11) Mindy's sister was asking for me. I didn't go because she would have told me off. Then I would have been getting mad again and I would have hit Mindy's sister (12)

Saturday night I wanted to fight Mindy but she didn't. So I started to follow her. Later on she went to the preschool party. (13)

9Ella reported that when she took a bath after the fight that the bath tub was"full of hair that had been pulled loose by Mindy's friends.

10Mindy' said she screamed 'I hate you!' to Ella.

11A police car came at the time and Ella ran.

12Mindy's sister was pregnant and was accompanied by her husband. Ella said if she got mad she would have hit her anyway.

13In order to discourage trick or treating or vandalism community organizations sponsor three special Halloween events each held in a different area of town. A preschool party has games for the younger set. A fun house and arcade is set up for the elementary age, A dance is held for the older youth.

> I think she told her dad then he talked to me and wanted to know the reason why I wanted to fight her. I told him why. Then later her mother talked to me and told me that she was going to the school Monday. I said OK then I went home.

There were a number of witnesses to the conflict between Ella and Mindy. Janie R. was one of the friends that Ella asked for help in the event of an intervention of Mindy's friends in a second fight. She also had been present at the first fight and according to Mindy's friends had agitated that fight. Janie's statement was:

> Well from what I know, Ella heard Mindy call her a bitch so Ella got mad and wanted to fight her. After the game at the football field they had a fight. They both started hitting each other. Then Carlotta and Doreen jumped into the fight and started hitting Ella and pulling her hair. I guess they did this because Ella was on top of Mindy. I tried to pull Carlotta and Doreen off of Ella when a man stopped the fight.

Carlotta is a pretty girl who is half Navajo and half anglo who was a friend of Mindy. She wrote the following manuscript.

> When the fight was at the football field, Mindy had heard Ella was going to fight her, but Mindy wasn't planning on it. Ella came up and tells Mindy to start fighting but she refused. She wanted to know why they were fighting. Ella took Mindy and I don't know if she told her the reason why or not, but the fight began. Me and my friends broke it up. After the game there was a crowd and Ella wanted to fight again! and this girl (Janie) wanted to see the fight. Janie she was telling them to start. Then this girl pushed Ella into Mindy and it started again!! So me and my friends broke it up again and that was the end of that fight. At another football game Ella

> wanted to fight her again:!! but they didn't. Then this past Saturday night, we were having a good time until Ella wanted to fight her again!!!! But we went on our own way. But she played follow the leader. Finally we got sick of her following us around so she told her dad...

Carlotta added in the interview that Ella writes notes saying we're not friends mostly because of rumors. She also stated that Mindy likes to talk, but nothing bad about people.

Doreen was with Carlotta and Mindy at the first fight. Her comments were:

> The fight first started when Ella wrote Mindy a letter saying that she was mad at her. Then Mindy got upset and said that she had "had" it with Ella always saying she was mad at her. Then they argued for a long time. Then sooner or later the rumors started spreading. That's when it really started. The night of the fight Mindy didn't really want to fight. I really don't think Ella did either, because they stood there looking at each other for almost a half an hour. Then Janie must of wanted to see a fight because she pushed Ella into Mindy which started it. Mindy was scared at first, but what else could she do. So Loreen, Brigit and I jumped in. I really don't think it was fair, but Mindy was my friend and a pretty good one, so I tried to pull Ella off of her. Ella was mad but I didn't care, besides what is a fight if one girl doesn't want too.

Doreen's twin sister Loreen added:

> First Mindy said that Ella was writing notes and she said...that she did want to be her friend. then she said she didn't want to. Then a rumor went around school that Ella wanted to fight Mindy. Then Ella said...that they would fight at the football game. They fought and Doreen, Carlotta, Brigit Carrie and I broke it up. The

> next day a rumor went around that Ella beat all of us up and she never did. The reason they fought was because Mindy was talking about her. I think the real reason why she fought Mindy was she wanted to take her frustrations out on someone and she took it out on Mindy because she knew that Mindy was afraid of her and she didn't know how to fight. Ella is always trying to make people think that she is mad or jealous. Like today in language arts she took out a whole package of M&Ms and gave everyone a whole handful. She also asked if anyone else wanted any. Then about two weeks ago we had to exchange spelling books and she practically had a fit. Really she thinks she's so tough and she's really not.

The final statement that concerned the fight between Ella and Mindy was written by Carrie A. She wrote:

> It all started last year, when Ella thought Mindy told the office something bad about her but Mindy didn't. this year she (Ella) would talk about everyone that I liked so finally I said,'If you're going to talk about my friends that way, I don't want to be your friend. Then she said 'Good, that's part of my plan...' Now if you get really good friends with Ella, she'll dump you, that's how she is. Ella always wants to fight. She thinks she is number one. She bosses everyone around. When we were friends with her, she would always kid around with us and say she did't like us, and then when we would get mad, she would say sorry. We just didn't like to get treated that way. That is why we don't like her...

Another girl Brigit asked not to write a manuscript on the fight as she said she didn't want to get involved.

The counselor, in reviewing the manuscripts, emphasised the role that the rumors played in starting the conflict. He also pointed out to Ella that apparently she had a large unresolved anger or "slush fund" (p.62) that was causing her problems in maintaining a friendship. It also was pointed out to Ella that all of the students in her various fights had at one time been her friends and that the relationships in most cases had been damaged permanently.

At first Ella persisted in her I don't care attitude; later she stated that her mother had done the same thing. She had over a period of years alienated all of her friends and relatives and now sat alone at home and watched TV. She never went out to visit with anyone and didn't attend any social functions.

Through sharing this, Ella began to realize that this was also happening to her. She stated that she needed to work on her social skills of making and maintaining friendships. She wasn't involved in any further conflicts for the remainder of the school year. After a period of several months Ella saw me in the hall and grinning broadly, stated that she had all of her old friends back again and this made her very happy.

Summary

Ella was a Navajo town girl who had lived in a reservation border town for much of her life. Because of this, whe was quite acculturated. Because of her athletic skills and her aggressive behavior, she was considered to be a tomboy by many students. Her basketball skills were so well developed that she could successfully compete with our best boy athletes.

Unfortunately Ella possessed a large unresolved anger fund, and once involved in assaultive behavior tended to perseverate in this behavior. Because of this, she had alienated most of her friends. Sensing this, Ella apparently continued to challenge and question her peers as to their friendship. She continued in this behavior until she had angered her peers and drove the wedge deeper between herself and them.

Ella began to understand her problem when she realized that she was involved in the same types of behavior that had caused her mother to become a lonely, angry, bitter person. In gaining this insight, Ella was able to begin modifying her behavior. After Ella had modified her behavior she was able to regain the friendships she had lost.

Jack Graham

Jack Graham was a tall, well built, nice looking blonde boy who lived with his parents in a small farming community eleven miles from town.

Jack was the oldest of a number of children. His father was the owner of a gas station in a Northern Arizona community over a hundred miles away and was home weekends.

Jack was constantly involved in problems when he was a student at the junior high school. He normally played with a group of boys from the farming community where he lived. They had staked out a section of lawn near the science wing as their territory and they were usually found playing there.

Jack seemed to get along well with his neighborhood group, but he seemed to have most of his problems with the Navajo students who rode the bus in from the reservation or from some of the town students.

Case One

Jack's first recorded incident occurred at about the second week of school while he was in the seventh grade. He got into conflict with a Navajo boy, Arthur Sam. Jack apparently was running from the shop building to the P.E. building when he was stopped by Arthur, who claimed that he had brushed up against him. He told Jack to stop running.

Jack replied "I can run if I want to." Arthur then stated "Oh you can?" and hit John.

Later in the lunch room, Arthur pushed Jack's face into his tray while he was eating.

According to Arthur's interview Arthur got out of class and was going to P.E. when Jack was running and bumped into him from the back. Arthur stopped him and said "Watch where you are going." Jack got away from Arthur and stated "I don't have to watch where I am going." Arthur reportedly replied "You might hurt someone." Jack said "You're not my boss." Arthur stated that he wanted to get on his way and Jack stood there, with his arms folded looking defiant. Arthur then swung and hit Jack on the jaw. A gathering crowd started to encourage Arthur to hit Jack again, however there wasn't any further fighting. (1)

Case Two

John's next conflict involved a reservation bus student by the name of Jason Benally. John wrote:

> First he started pushing me into this one girl. Then he kept on doing this and she blamed me for hitting her. Then he started twisting my arm

---

[1] This incident occurred before the advent of scriptotherapy. The counselor used to listen and take notes at the individual interviews. When Jack would come in he usually was in an emotional state, and what he related was so complicated and confused, that to save time, he was asked to write it down in manuscript form. Jack was the first client with which the counselor used student written manuscripts on a regular basis in order to analyse a conflict.

and he told Paul to hit it and break it. But Paul didn't he just hit it where it would bend. Then Jason made me get up at the same time he was twisting my arm. I got up then he made me walk inside. When he got in he started to hit me on the shoulder with his elbow. He kept on doing that lots of times. Then he told Paul to hit me once and he hit me a good four times until I almost started to cry cause he hit me real hard. Then he went over and sat down.

Then I came over and hit him on the head playfully. Then I went and sat down. Then he came and hit me about five times then and went and sat down again. That happened one more time then I left the room after he hit me and went to the office and complained. Then I went back to class.

Jason's statement was:

I was in the hall room by the reading class, the teacher wasn't there so I stood by the window. Jack just stood by me. He bumped into Margie (a Navajo girl) so Margie pushed Jack into me. Then I pushed Jack back. Then Jack told me to push him real hard so he could hit Margie. She got mad so then Jack took off laughing, then she came to me and pushed me. so I got mad and left. Then the teacher came in and all of us went into class but Jack. Me and Jack were messing in the hall. So I got Jack and started hitting him in the arm. Then we went into the room. Then I hit Jack's arm again. Then Paul came and hit him in the stomach several times. Then Paul left to the other room and I was playing with Jack. Then Jack went into the room where Paul was. He went in there to hit him back. Then Jack came back running again. Kenny and Paul went after Jack. Jack went behind the teacher's desk. They surrounded him. Jack went toward Ken and Ken hit him in the corner. Then Jack ran to his desk then Paul hit him. Thats when Jack went to the office. (2)

2The writer wonders where the teacher was during this incident.

Case Three

Jack's next conflict was with a good natured stockily built black boy Morty. For some reason Jack was most disturbed by this conflict and he wrote this manuscript and virtually begged the counselor to call Morty in and read his manuscript to him.

> Morty, What have I been doing to make you so mad? You're real nice and I try to be friends but it doesn't turn out that way. I like you very much and you are a real cool guy. But I do something wrong to make you mad cause none of your friends make you mad. I would like to be friends again.

In talking with Morty he said that he had been roughhousing with him, but he wasn't angry. He volunteered to try to help Jack with his many problems and to be his friend.

Case Four

In this case Jack was involved in playing bombard, a game where people stand against a wall and a ball is thrown at them. The cannot move until the ball leaves the person's hand. The game has been forbidden at our school because too many of our smaller students had been hurt as some of the bigger students would throw the ball as hard as they could and students were hit in the face and in other places where severe damage could be done.

Bruce, a boy from Jack's community wrote:

> In PE. Friday we were playing bombard and then it was wall to wall. He threw the ball at me and I threw the ball at him and hit him.

He hit me in the back.

In this case the counselor referred the matter to the principal. The principal discussed the matter with the coach who stopped using the game. He had allowed the boys to choose their Friday's game if they had been cooperative and the boys had chosen bombard. (3)

Case Five

During the noon hour the boys from the farming community would play football on their turf. As long as they played as a group everything was peaceful, however, a group of town boys decided to join the game. John writes:

> There's this guy and he was by Mike and Mike was running the ball and there were two guys blocking against me and I couldn't get through them. I tried to get through and then Mike went to one side and I went that way and this guy elbowed or hit me. I couldn't really tell cause he hit me so hard. I got up and walked away and said 'knock it off.' Then he came up to me and said 'What?' I said knock it off. Then he kicked me real hard and walked away thinking that he was big and tough, which he may be. I got my books and came to the office.

The Vice Principal talked to the three boys and told them to leave Jack and his group alone.

Shortly after this incident Jack was in complaining that the three town boys were bothering him again.

3Many fights occurred before and after playing bombard. It appeared that this game released a spirit of aggressiveness within the students that they were unable to cope with.

> We were playing football when Chico and Javier came along and took out football away from us and threw it on the roof.(4) It went off the other side... Bruce went and got it. Then he came back and we played some more football Then Roger D. (town boy) came and Javier was still there. They got the football and threw it to each other. Roger missed it and thats when we both got to him. Then his head bumped the wall. He stood up and kicked me in the testes. That's when I came in.

Case Six

Chuck, a new boy, had moved to town. He was a seventh grader but was apparently trying to gain a reputation fast. He became involved with the boys from the farming community.

Jack wrote:

> He always comes up and says that he is cool and that he can kick my butt. Everytime he said that I got mad. Today I was chasing him and when I caught him I pushed him real hard to make him stumble. So I got even with him.

Jerry H, one of the farming community boys noted:

> During PE. he calls me all of these names and pops me on the back of the head because I make a mistake. I saw him coming and went up to him and kidded him. Jack came and he took off. Jack chased him and he fell down.

Case Seven

The next incident happened in the bus line after school.

Jack writes:

> Yesterday on the busline Murray B. was fooling around smashing me and Bruce against the fence.

4The boys brought their own football to school every day and as their bus always arrived at 7:45 am they played before school everyday as well as during the noon hour.

> Cynthia came and put her books down. Then Murray put his arms around her shoulders and neck and he told me to pick up her legs. I picked her up by the ankles. She started kicking so I let her down and so did Murray.

Bruce stated:

> Yesterday I was just standing there and Murray grabbed Cynthia around the neck and then he got her by the hands and Jack grabbed her feet and held her up for about thirty seconds. Then he let her down. Somehow her skirt got up. I was just standing by the fence. The Cynthia got up and Jack said I pulled up Cynthias skirt but I didn't even touch her.

Cynthia's statement was:

> OK. I was standing in line and Murray grabbed me. He let go and I walked off. Jack grabbed my legs and Bruce had my shoulders while they were letting me down, on the ground. Bruce tore my skirt. They were making a joke about it. When he tore it, my skirt went clear up to my shoulders. Then Bruce said I had a brown body.

This case was referred to the vice principal as it wasn't classified as a conflict. When faced with the manuscripts Bruce admitted his part in the affair.

Case Eight

This case was one that showed some of the feelings that existed between our farm and town boys. In it we have an eloquent defense of the rural life. John wrote:

> Chico keeps on bugging me about smelling and telling me I'm crusty and that I don't ever wash my clothes and take a bath. I put it off for a couple of weeks and finally I couldn't stand it. He bugs me when I'm working. At lunch I work in the cafeteria and when I am serving shakes, he tells me to wash my hands because

> they're crusty. In government he really bugs me a lot.
>
> I take a bath every night and I never wear the same clothes two days in a row. I have animals to' take care of in the morning, and cows smell, chickens smell, pigs smell, and rabbits smell. I don't come to school when I just get dressed; I take care of my chores.(5) Some people don't have animals to take care of like I do. I live on a farm and farm boys smell like farm boys and city boys smell like city boys.
>
> I try to come to school smelling good. Sometimes you don't have any choice on how you smell. My shoes usually smell and my pants smell and I can't help it. At school I have friends that play football with me and we all smell almost alike because they live out there too. I work at the pig farm and my shoes are the only pair I've got so I can't help it if they smell.
>
> I like to work at the pig farm. It pays good and you learn to take care of pigs. It's sort of like school out there. You learn new things about animals raise crops and when you get dirty and smelly you take a bath.
>
> Sometimes the smell doesn't come off shoes it wears off... I try not to get smelly but you end up getting smelly.

In the interview with Chico, the counselor read Jack's most eloquent manuscript. Chico, visibly moved, stated that he was just playing around with Jack. He had a grandfather who had cattle and during the summers he moved to the ranch. There were no further recorded incidents between Jack and Chico.

Case Nine

In case nine Jack was mentioned as being the recipient

5Jack stated that he got up at 5:30 every morning to do his chores. It isn't light until seven a.m. in the winter months and that's when the school bus arrives.

Jack wrote:

> Ron would reach over when I'm in the science class and poke me with his pencil. I would tell him to stop. Then he would hit me over the head with his pencil and I would warn him to stop... I turned around,(after several occurrances) real fast and my elbow hit him in the gut. I said stop it and he said for me to stop calling him names. I only called him a jackass...because donkeys are stubborn. After I accidentally hit him in the gut, he started hitting me on the head. Today in typing, he started hitting me again.

Ron wrote:

> Jack and his friend Jed D. are always calling me names like faggot and prick. I try to ignore them but I can't stand it. He thinks he is all bad but he isn't. What really got me mad at him was that he had some real long shoe strings. I accidently stepped on then and he turned around and hit me in the stomach and I hit him back. He went off calling me names. Last year he was doing the same thing. I admit I hit him on the head a couple of times here and there. But a lot of times I don't say or do anything to him and he still calls me names. Some times I say 'You leave me alone and I'll leave you alone,' and he still calls me names.

In the interview, Jack reported that Jed had been telling him that Ron can beat you up any day.

Jed wrote:

> Jack is always calling Ron Peterson names like fag and Ron Peckerson. Me and Bruce hang around with him. Then Ron starts calling Jack names. Sometimes me Bruce and Jack will do something to Ron like a joke like everbody does, and Ron will take it serious.

Case Eleven

We have a short note signed by three boys that said "We caught Jack and his friends throwing snowballs at us."

An announcement had been made over the intercom about not throwing snowballs. Apparently either Jack didn't hear or ignored the announcement. He recieved a swat from the Vice Principal.

It was now April and Jack had modified his behavior to the point that he was seldom in the office. He apparently had matured somewhat and was happier. One more incident was to happen before the end of the school year.

Case Twelve

Jack wrote:

> Matt has been pushing me around cause I called his mom a name...(6) I did call her the name but I haven't called her anything for three days now... Before I came in here I was walking to my next class and Matt all of a sudden slugged me in the stomach. I said 'That hurt.' and he said 'It was meant to hurt.' He said 'I am going to beat your face if you don't shut up.' I said 'I'll bust yours if I get mad enough.' Then he walked up and started to push me real hard and almost made me fall. Then I got to the door and he said: 'If you think my mom is going to protect you, youre wrong cause I'm still going to bust your fu---n mouth after school.' Then he walked off somewhere. I walked over to my classroom and walked over to my desk and I heard Kenny laugh cause what Matt had said. Then I put my books under my desk. Then I started to come to the office to talk about Matt to see if you could calm him down. I haven't called his mom names for two or three days.

The counselor in reviewing with Jack what was happening discussed the ripple effect. The counselor mentioned

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6Matt's mother was a teacher's aide in Jack's remedial math class. In this case Matt admitted his part in the conflict. Earlier in his history he only wrote what other students had done to him.

that his calling Matt's mother an name was like throwing a rock into a pond. There would be a big splash and then for some time there would be ripples. Jack questioned "Why do the ripples get bigger? The counselor stated that unless something was done to make amends for a mistake or offending another person often the ripples do get larger and lead to violence,

In talking with Matt, he was furious with Jack and really wanted to fight. In listening to Matt express his anger and unhappiness, the counselor was able to help Matt realize that the incident with Jack was just one of a number of things that had troubled him for the past couple of weeks. He had had trouble with his girlfriend and had been under a great deal of pressure. Jack's remark about Matt's mother had been a mild one and it appeared that Matt was overreacting. Matt finally stated that he was most likely displacing his anger on Jack and dropped the matter.

The remainder of Jack's school year passed without incident and for the final month of school Jack appeared to be successful in handling his own conflicts. He graduated from the eighth grade and now attends the high school.

Summary

Jack was fond of horseplay and was often involved in situations in which horseplay occurred. He also was involved in a number of situations where the horseplay escalated into a conflict situation. He appeared to be unable to determine when he had gone too far and had offended someone or when people had become tired of his pranks.

Many times when Jack had initiated a horseplay situation it would get out of control and he would end up in the office complaining that people were picking on him.

Jack also seemed to find it difficult to understand the function of an accumulated anger fund in another person. As a Sanguine personality, he lived only for the moment and often forgot about his transgressions and was unable to understand why a choleric or melancholic person would have a tendency to store anger. (See p. 12)

As Jack matured and he began to realize his part in a problem, he began to modify his behavior. He seemed to be accepted among his own farming community boys and as he modified his behavior, this acceptance appeared to spread to the town students as well.

These comments were written as notes by one of the writer's earliest clients a black girl by the name of Annie.

> Hello Mr J.
> I just would like to tell you and Mr Carson how glad I am with the help from you and him. This year has really been one of the happiest years that I have had for so long. You have really helped a lot. I see that fighting doesn't do any good. The other day Mr Carson told me something that made me feel real good. I was feeling bad until he told me how proud you and he was of me.
> Bye Have a Happy Day
> Annie

> Mr. J'
> I ran into a problem but I settled it. The problem was I was trying to stop a fight between me and some girl. I think her name was Carol. Anyway Mercy was trying to start it. I remembered what you told me and I just let it go with a smile. Mercy said she was sorry so we just forgot it. Thanks for what you told me a while back.
> I want to get along with everybody but they don't want to cooperate with me. I'm going to do my best and say Hi to them and be friendly. Well thank you for your support.
> Annie

> Friendship will keep us together!

Annie had recieved a reputation as a fighter and had been in countless fights and conflicts since her arrival at school in the first grade. He mother once described her as a real buzz saw when she was mad. It didn't make any difference how much older an offending student was or how much bigger. Annie would always cut them down to size.

The improvement in Annie provided the inspiration that led to the development of Scriptotherapy and the conflict management program that has been developed over the past four years.

As was mentioned earlier, over a thousand conflict cases have contributed to the writer's experience in working in conflict resolution among young adolescents in a middle school setting. The writer owes a great debt to all the students who trusted enough to share their inner selves and ultimately provide the material for this research.

In final conclusion:

The writer is firmly convinced that in order for our present civilization to survive, we, as a world community, need to develop and utilize our resources in conflict management.

When people of good will are able to communicate, barriers are broken down and enduring friendships are formed. Written communication has long been a source of worldwide friendship through the pen pal movement.

It is the writer's dream, that Scriptotherapy may become a source of reestablishing communication and healing the hurts caused by conflict among our middle school student population. If this could be accomplished, this in itself, would provide for major educational change.

The writer also hopes that future researchers will refine and expand the concepts of Scriptotherapy to include the young adult and adult population and ultimately conflicting groups and societies.

If this can be accomplished, then the simple process called Scriptotherapy may have contributed to a significant social change benefiting humanity.

Appendix A.

Types and Terminology
used in
Verbal Violence

1979-1983

Frequency noted in manuscripts

1.	Name Calling - general	223
2.	Threatening - general	72
3.	Irate note - letters	57
4.	Try to pick fight	53
5.	Arguing - general	42
6.	Term "gay fag"	41
7.	Use of rumors - gossip	40
8.	Term "fuck"	38
9.	Term "bitch"	33
10.	Cussing - General	32
11.	Term "Shut up - No"	28
12.	Use of teasing	22
13.	Yelling	18
14.	Picking on - general	17
15.	They talk about me	16
17.	They make fun of me	16
18.	Use of racial slurs	15
19.	Break up friendship	14
20.	Personal chops	13
21.	Term - Whore	12
22.	Term - Fucking Bitch	12
23.	Challenge You think you're bad	11
24.	Use of tattling	11
25.	Girl - Boy problems	9
26.	Being Bossy	9
27.	Term "Sissy"	8
28.	Brag "I beat up"	7
29.	Call Mom names	6
30.	He - She hates you	5
31.	Term "Chicken"	5
32.	Jealousy - New girl	4
33.	Accuse of cheating in school	4
34.	Term "Two faced"	4
35.	Statement "Say it to my face"	4
36.	Suicide Threat	3
37.	Write obscenities on restroom walls	3

Appendix A continued

38.	Question "Are you going to fight____ ?"	3
39.	Catastrophising	3
40.	Tell secrets	3
41.	"You're a liar"	2
42.	"You have to change your ways.	2
43.	"You're a showoff."	2
44.	Extortion	2
45.	"You smell."	2
46.	"If you're her friend you're not mine.	2
47.	Start rumor - drugs	2
48.	"Your dumb - retarded"	2
49.	Owe money	1
50.	Threaten to Nair hair	1
51.	Other peoples business	1
52.	Whining	1
53.	"You're stuckup"	1
54.	Offer to fight then run	1
55.	Hang around the bars	1
56.	"You give blowjobs."	1
57.	Hassling other school's cheerleaders.	1
58.	Tease about genitals	1
59.	Make fun of girlfriend	1

Appendix B.

Types and Causes of Fights - Physical Violence

1979-1983

Frequency noted in manuscripts

1. Hitting - low grade	204
2. Fist fighting - serious	112
3. Pushing	86
4. Horseplay - Games	78
5. Kicking	47
6. Throwing Objects	44
7. Tripping	20
8. Picking on	17
9. Hit books	16
10. Girls fight over boys	14
11. Follow or chase	13
12. Slapping	12
13. Lunch line cuts	11
14. Pull hair	9
15. Push in water	9
16. Spitwads, rubber bands	8
17. Throw down	8
18. Stealing	7
19. Destroy lunch	7
20. Bumping	7
21. Hit with ball	7
22. Slam Locker	7
23. Fight over chair	6
24. Twist arm	5
25. Push desk	5
26. Get some one to fight for you	4
27. Block path	3
28. Take glasses	3
29. Push person into me	3
30. Kick in testicles	3
31. Hit with pindart	3
32. Gum in hair	2
33. Choking	2
34. Destroy personal property	2
35. Food fight	2
36. Play keep away with hat	2
37. Break glasses	2
38. Remove pants	2
39. Pinch girls	2
40. Mess hair	2
41. Show off	2

Appendix B. continued

42. Snowballs	2
43. She told me to fight	1
44. He told me to fight	1
45. You hit my friend	1
46. Grab buttocks	1
47. Hide books	1
48. Fight over tools	1
49. Throw shoe	1
50. Throw desk	1
51. Push face in food	1
52. Hold gate	1
53. Shoot w/ BB gun	1
54. Pull knife	1
55. Spit	1
56. Sic dog on me	1
57. Coke in Hair	1
58. Tack on seat	1
59. Pull ears	1
60. Bang heads together	1
62. Busline cuts	1
63. Grab girl in crotch	1
64. Take food	1

Non Verbal Conflict

1. Flipped off	20
2. Dirty looks	19
3. Crying	16
4. Stick tongue out	2
5. Run Away	2
6. Eat lunch with	1
7. Not pay attention	1
8. Selfish doesn't share	1

Miscellaneous - Causes

1. Matchmaker	3
2. Pressure to be best friend	3
3. Refuse to play	3
4. Talk Navajo	2
5. Wear others clothing	2

Appendix C.

RECORD OF STUDENT BEHAVIOR

________________ ________________ ________________

Name of Student Date Name of Teacher

Students:

1. Write about what you did: ________________________________

   ____

   ____

2. How is this going to help you? ____________________________

   ____

   ____

3. What else could you have done? ____________________________

   ____

   ____

4. What will you try next time? ______________________________

   ____

   ____

Teacher Evaluation, comments, or recommendations.

____

____

____

Staff Comments: ____

____

This form is to be kept by the counselor.

Appendix D.

Disciplinary Referral Form

Student's full name_____________________________Date_________
Check one ___Indian ___Black ___Asian ___Hispanic ___White

Person making referral ______________________________________
Reason for referral____
____
____

PREVIOUS ACTION TAKEN BY PERSON MAKING REFERRAL:(Enter dates)
Conference with pupil____
Phone call to parents____
Conference with parents______________________________________
Corporal punishment____
Other____
Do you desire to participate in conference with the student___
Yes or No________

Ethnicity ________ SIGNATURE OF PERSON MAKING REFERRAL ________________________

\\

STUDENT

(To be completed by student in office)

Have you been informed of why you were referred? Yes___ No___
Have you been given the opportunity to tell
your version of what happened? Yes___ No___
Students statement:____
____
____
____

Student's Signature____________________

\\

ACTION TAKEN BY ADMINISTRATOR
(Enter date/dates)
___ Corporal Punishment________________
___ Conference with student____________
___ Detained after school______________
___ Placed on probation________________
___ Classes closed_____________________
___ Will suspend next time_____________
___ Suspended student__________________
___ Letter sent home __________________
___ Parents contacted by phone_________
___ Parent conference requested________
___ Referred to counselor______________
___ Other______________________________

DUE PROCESS
If suspension was student advised of hearing Yes___ No___
Did hearing precede removal Yes___ No___
Disciplinary action alternative given to student, if any_____
____
Form or kind of notice given student
____
____

Administrator's Signature ____________________
Title____
Ethnicity_____________________________________

Appendix E.

MANUSCRIPT NO 1

Bill's Story [ ]

It all started in PE. We were playing two on one and Tom and I both went for the ball. He kicked the ball on the field and said >"Go get it." I said <"No you go." He started for the ball and said >"F--- you." I said < "I know you'd like to. He threw a rock and hit my sleeve> and I said <"You missed." He threw one low > so I jumped and it hit my foot. Then I went over and said < "If you do something like that again you're going to bite the dust." Then he tripped me> and I took a < swing at him and missed by a mile. Then he put me in a full nelson> and I was trying to get out<. He pushed harder and harder>. Finally I got loose < and the teacher came over and talked to me while Tom and George Gray laughed at me>. I then flipped George off< and the teacher brought me here.

Note: The arrows show the act react chain. For each action there was a reaction. In order to break up a conflict situation one needs to break up the act react chain reaction.

Appendix E.

Tom's Story { }

I accidentally kicked the ball over where Bill Thompson was standing. I told him to give it to me> {5} and he wouldn't < [10]. I told him again to give it to me> and he kicked it way past me< {15}. When I came back I seriously don't know if I used bad language, but I told him that he'd better cut it out.> [30] He told me that he was going to make me bite the dust< {35}. I started walking over there and I said > "Who is going to bite the dust? [50], and he said <"You are" {45}. So I tripped him> [70] because I had heard just about enough mouth. He got up crying and he was swinging wildly < [90], {30}. I held his arms and told him to settle down > [100+]. He got away but this time the teacher told him to stop it. When the teacher turned around Bill again went wild<. {30} He hit me in the stomach< {50} but I got around in back of him and held him.> [100+], {20} Then I called the teacher and he started to walk over where we were. He got Bill and started to talk to him. All of a sudden Bill turned around and flipped me off and called me a "fag"< {20} while the teacher was still talking to him. [80]

Note: The arrows still denote the act react chain from the other person's point of view. The boxes [25],{30} measure the SUDS. level of each participant at a given moment of the conflict.

Appendix F.

THE FOUR BASIC TEMPERAMENTS OF HIPPOCRATES

EXTROVERT

Anger Prone

Sanguine		Choleric	
+	-	+	-
Outgoing	Undisciplined	Determined and Strong Willed	Cold and Unsympathetic
Charming	Weak Willed	Independent	Sensitive and Considerate
Warm	Restless	Productive	Hostile-Angry
Friendly	Disorganized	Decisive	Cruel Sarcastic
Responsive	Unproductive	Practical	Unforgiving
Talkative	Undependable	Imaginative	Self Sufficient
Enthusiastic	Obnoxious Loud	Optimistic	Domineering
Carefree	Selfish	Courageous	Opinionated Prejudiced
Compassionate	Exaggerates	Self Confident	Proud
Generous	Fearful Insecure	Leader	Crafty

Appendix F.

INTROVERT

Fear Prone

Melancholic		Phlegmatic	
+	–	+	–
Gifted	Moody	Calm and Quiet	Unmotivated
Keen Sharp	Negative	Easygoing	Bored
Perfectionist	Critical	likeable	Avoids Work
Conscientious	Unbending	Diplomatic	Onlooker
Loyal	Self Centered	Efficient and Organized	Selfish
Artistic	Revengeful	Dependable	Stingy
Sensitive	Persecution Prone	Conservative	Self Protective
Self Sacrificing	Unsociable	Practical	Indecisive
Self Disciplined	Impractical	Reluctant Leader	Fearful
Idealistic	Touchy	Dry Humor	Stubborn

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